AMERICAN ANNALS OF THE DEAF

Official Organ

Conference of Executives of American Schools for the Deaf
Convention of American Instructors of the Deaf

IRVING S. FUSFELD
Editor

POWRIE V. DOCTOR *and* **ELIZABETH PEET**
Assistant Editors

Under the Direction of

IGNATIUS BJORLEE, of Maryland, 1942
ALFRED L. BROWN, of Colorado, 1942
ELWOOD A. STEVENSON, of California, 1945
CLARENCE J. SETTLES, of Florida, 1945
MRS. H. T. POORE, of Tennessee, 1948
LEONARD M. ELSTAD, of Minnesota, 1948
PERCIVAL HALL, of the District of Columbia, *ex officio*

Executive Committee of the Conference

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1942

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The Conference of Executives of American Schools for the Deaf, originally the Conference of Superintendents and Principals of American Schools for the Deaf, was founded in 1868 and subsequently incorporated under the laws of the State of Maryland in 1931. The Conference is an organization of the executive heads of schools for the deaf in the United States and Canada, and has for its object "to promote the management and operation of schools for the deaf along the broadest and most efficient lines and to further and promote the general welfare of the deaf."

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The Convention of American Instructors of the Deaf, founded in 1850 and incorporated by act of Congress in 1907, is an organization of educators of the deaf in the United States and Canada with the general object of "promotion of the education of the deaf on the broadest, most advanced, and practical lines," and for that purpose "to secure the harmonious union, in one organization, of all persons actually engaged in educating the deaf in America."

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AMERICAN ANNALS OF THE DEAF

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Our Roll of Honor

AS WAS THE CASE in the First World War, the ANNALS presents the names of instructors and officers, and the sons of teachers and officers, of schools for the deaf in the United States and Canada, who have joined the armed forces of the United States and of the Dominion of Canada in the great struggle in which we are now engaged.

Although our work forms only a portion of the broader field of education, we take just pride in this roster of those who have for the time being laid aside their daily tasks to enter service in their country's need. Most of the branches of the military, naval and air arms of the Nation's fighting forces seem to be represented, and the names come from schools for the deaf in all the geographic sections.

The Roll of Honor will be an open one; as time passes additions will be made, and when there is occasion it will give special news of distinction or interest concerning any of the names on it. Such information will be gratefully received by the Editor of the ANNALS.

Among the heads of schools who have now joined active service are the following: Dr. Arthur E. Chatwin, of the Saskatchewan School, now serving as director of education with the Canadian Army Overseas (his son, Lieut. Victor Chatwin, also with the Canadian overseas forces); Dr. Charles E. MacDonald, of the British Columbia School, now a lieutenant with the Seaforth Highlanders; Darrell W. Rider, of the Northern New York School, with the New York National Guard; and Victor O. Skyberg, of the New York School, captain in the Sanitary Corps, U. S. Army. Dr. Chatwin also saw active service in the first World War.

There is information also that in at least two instances graduates of schools for the deaf have succeeded in being enrolled in the services. John G. Gunter, Jr., a graduate of the Florida School, 1941, is now on torpedo patrol duty in a mosquito fleet of the U. S. Navy. Francis Donahue, a graduate of the Boston School at Randolph, Mass., is in a parachutist corps of the U. S. infantry.

Already there is record of the supreme sacrifice. John Owen Edwards, aviation radio man, second class, has been reported lost on the U. S. Aircraft Carrier Lexington. This young man was a son of William H. Edwards, retired house master in the New York School.

Adams, Charles R., Radio Technician, Canadian Expeditionary Forces (son of Mrs. Letha B. Adams, Oklahoma School).

Aldrup, Jay E., First-Class Seaman, U. S. Navy (step-son of Mrs. Frances E. Aldrup, Nebraska School).

Anderson, Tom B., U. S. Army (South Carolina School).

Bertolio, Floyd, U. S. Army (Oklahoma School).

Blattner, Howard, U. S. Army (Texas School).

Bowles, Claude, U. S. Army Air Forces (son of Mrs. Esther Oudeans, Oregon School).

Boyd, Charles, U. S. Army (Texas School).

Bracewell, Wilburn, U. S. Navy (Texas School).

Brill, Richard G., Ensign, U. S. Navy (Virginia School).

Brown, Homer, Second Lieutenant, U. S. Army Air Forces (Texas School).

Buchanan, John J., Chaplain, U. S. Army (son of Superintendent A. P. Buchanan, North Dakota School).

Burke, Paul, C.B.M., U. S. Navy (New York School).

Canon, James C., U. S. Army (Missouri School).

Carpenter, Jess, Engineers Corps, U. S. Army (Kentucky School).

Cate, Evan Nelson, Quartermasters Corps, U. S. Army (husband of Mrs. Dorothy P. Cate, Tennessee School).

Charland, Walter E., Seaman, U. S. Navy (husband of Mrs. W. E. Charland, Rhode Island School).

Chatwin, Arthur Edgar, Director of Education, Canadian Army Overseas (superintendent, Saskatchewan School).

Chatwin, Victor, Lieutenant, Lord Strathcona Horse, Canadian Army Overseas (son of Superintendent A. E. Chatwin, Saskatchewan School).

Chrisman, James E., Coast Guard, U. S. Navy (South Dakota School).

Christian, Harvey Thomas, U. S. Army (Nebraska School).

CUTSAIL, J. ALFRED, O.T.S., U. S. Army (son of Horace E. Cutsail, Maryland School).

DRAKE, H. DANIEL, JR., Ensign, U. S. Navy (son of Harley D. Drake, Gallaudet College).

EDWARDS, ———, U. S. Army (son of Mrs. L. B. Edwards, Oklahoma School).

EDWARDS, ———, U. S. Army (son of Mrs. L. B. Edwards, Oklahoma School).

ERVIN, JOHN S., Chief Petty Officer, U. S. Navy (husband of Mrs. J. S. Ervin, Rhode Island School).

FALLEK, HENRY, JR., U. S. Army (New York School).

FARRAR, RALPH W., Captain, Coast Artillery Barrage, U. S. Army (Minnesota School).

FAUPEL, MURRAY, Staff Sergeant, U. S. Army (son of George H. Faupel, Maryland School).

FEATHERSTONE, WILLIAM L., Technician, U. S. Army (New York School).

FINK, ORD, Lieutenant, U. S. Army Air Forces (New York School).

FRUEWALD, E. GEORGE, Major, Field Artillery, U. S. Army (husband of Mrs. Elizabeth Fruewald, Tennessee School).

GLICKMAN, SIDNEY, Sergeant, O.T.S., U. S. Army (New York School).

GOWAN, ROBERT, U. S. Navy (husband of Mrs. Yvonne K. Gowan, Oklahoma School).

HARRISON, LLOYD A., Ensign, U. S. Navy (California School).

HEINRICHS, ROBERT F., Cadet Pilot, U. S. Army Air Forces (son of Mrs. Carl F. Heinrichs, Alexander Graham Bell School, Cleveland, Ohio).

HERSCHBERGER, AUSTIN, U. S. Army (Oklahoma School).

HILL, JOHN FRANKLIN, Midshipman, U. S. Naval Academy (son of Mrs. Mary E. Hill, Nebraska School).

HINKSON, MERRILL C., Lieutenant, U. S. Army Air Forces (son of Mrs. Pearl Hinkson, Arkansas School).

HOBERG, WALTER R., Captain, U. S. Army (New York School).

HOWARD, RAYMOND E., Captain, U. S. Army Air Forces (Rhode Island School).

HUFFMAN, CURTIS, U. S. Navy (Texas School).

KING, THEODORE L., Field Artillery, U. S. Army (son of James B. King, Kansas School).

KISHMAN, STANLEY, C.B.M., U. S. Navy (New York School).

KLEIN, JOHN JAMES, First Lieutenant, 143rd Infantry, U. S. Army (son of Director J. A. Klein, Evangelical Lutheran Institute).

LAWRENCE, EARL, Royal Canadian Air Force (Louisiana School).

LAWSON, WILLIAM C., U. S. Army (son of Mrs. Sara A. Lawson, Kentucky School).

LEE, MADISON J., Jr., Reserve Second Lieutenant, U. S. Army Medical Corps (son of Supt. Madison J. Lee, Kentucky School).

LEARD, ARCHIBALD FULTON, Sergeant, Royal Canadian Air Force (Saskatchewan School).

LINDSTROM, ROBERT DICKSON, Cadet, U. S. Army Air Forces (son of Thure A. Lindstrom, Oregon School).

LINDSTROM, THURE A., JR., Sergeant, O.T.S., U. S. Army (son of Thure A. Lindstrom, Oregon School).

LLEWELLYN, IRVIN, Coast Artillery, U. S. Army (son of Mrs. Geneva B. Llewellyn, Wisconsin School).

LONG, DURWOOD, U. S. Navy (Texas School).

MACDONALD, CHARLES E., Lieutenant, Seaforth Highlanders of Canada, CA(R), (principal, British Columbia School).

MACLEAN, IAIN, Lieutenant and Adjutant, Canadian Signals, Canadian Army Overseas (Saskatchewan School).

MAJOR, JACK, U. S. Army (Texas School).

MANZ, FRED M., U. S. Army (A. G. Bell School, Chicago, Ill.).

MCADAMS, R.M., Lieutenant, U. S. Army (South Carolina School).

MCCASLAND, GURNEY, U. S. Army (Texas School).

MOELLER, HERMAN, U. S. Army (New York School).

MOLYNEUX, JAMES H., Armament Section, Royal Canadian Air Force (husband of Mrs. J. H. Molyneux, Ontario School).

MOORE, ALAN W., U. S. Army Air Forces (son of Mrs. Mabel Moore, Wisconsin School).

MOORE, DONALD F., U. S. Army Air Forces (son of Mrs. Mabel Moore, Wisconsin School).

MOORE, RAWSON K., Private First Class, U. S. Army (Territorial School, Hawaii).

MORRISON, JOHN C., Captain, Royal Canadian Artillery, Canadian Army Overseas (son of Supt. W. J. Morrison, Ontario School).

MYERS, CHARLES, Private First Class, U. S. Army (son of Mrs. Maggie Myers, Arkansas School).

MYERS, JULIUS L., Coast Guard, U. S. Navy (Florida School).

OWENS, FRANK, U. S. Army (son of W. L. Owens, Kentucky School).

PETERSON, JOSEPH E., U. S. Army (Louisiana State School for Negro Deaf).

PHILLIPS, LESLIE A., Coast Guard, U. S. Navy (Wisconsin School).

RADCLIFFE, MAURICE M., Captain, U. S. Army (New York School),

REED, DONALD, Cadet, Royal Canadian Air Force (New York School).

RICKABY, JAMES A., Royal Canadian Medical Corps (Ontario School).

RIDER, DARREL W., Private First Class, Sixth Regiment, New York National Guard (superintendent, Northern New York School).

ROPER, RAYMOND D., U. S. Army (son of Mrs. Bessie Roper, Oklahoma School).

RUHL, BENJAMIN E., Royal Canadian Air Force (Louisiana School).

SCOUTEN, EDWARD L., Medical Corps, U. S. Army (Kendall School).

SHERMAN, ROBERT, U. S. Army (New York School).

SHUTTEE, THOMAS S., Sergeant, U. S. Army (Oklahoma School).

SKYBERG, VICTOR O., Captain, Sn., U. S. Army (superintendent, New York School).

SMITH, BLAIR H., Ensign, V-5 Service, U. S. Navy (son of Frank B. Smith, Gallaudet College).

SMITH, SHELBY B., First-Class Petty Officer, Photographic Unit, U. S. Coast Guard (son of Frank B. Smith, Gallaudet College).

SPECTOR, HAROLD, U. S. Army (New Jersey School).

SPECTOR, LEON, U. S. Army (New Jersey School).

STEPHENS, ARNOLD, U. S. Army (Texas School).

STEWART, WALKER, U. S. Marine Corps (son of Mrs. Avis W. Stewart, Wisconsin School).

STEWART, WILLIAM, U. S. Marine Corps (son of Mrs. Avis W. Stewart, Wisconsin School).

STINSON, HORACE F., U. S. Army (Iowa School).

STOREY, JAMES SEARLE, Second Lieutenant, U. S. Army (son of Mrs. Jessie S. Storey, Wisconsin School).

STOREY, ROBERT CLARK, First Lieutenant, U. S. Army (son of Mrs. Jessie S. Storey, Wisconsin School).

STRATTON, A. CARSON, Lieutenant, Trades Training Officer, Royal Canadian Army (Ontario School).

STUNTZ, GEORGE, JR., Ensign, Engineer Volunteer Probationary, U. S. Naval Reserve (son of G. Stuntz, Columbia Institution).

SWAIN, JACK, U. S. Army (Kentucky School).

TANZILLO, PAT, Seaman, U. S. Navy (New York School).

TUCKER, WALTER JONES, JR., RM3c, U. S. Naval Reserve (son of Supt. and Mrs. Walter J. Tucker, Mystic School).

VAUGHAN, HAROLD, Lieutenant, Royal Canadian Ordnance Corps (Ontario School).

WALKER, ARCHIBALD, Lieutenant, U. S. Army Air Forces (American School).

WALKER, NEWTON F., Ensign, U. S. Navy (South Dakota School).

WATSON, CHARLES W., U. S. Army Air Forces (Junior High School 47, Deaf, New York City).

WHITTEN, WILLIAM, U. S. Army Air Forces (Texas School).

WILLARD, ROBERT, Corporal, U. S. Army (Oklahoma School).

WILSON, JOHN, Sergeant, U. S. Army (son of Mrs. Edna Wilson, Oklahoma School).

WOOD, JOE, U. S. Army (Texas School).

WOODDELL, W. I., Cadet, U. S. Army Air Forces (son of W. I. Wooddell, Virginia School).

Aids for the Hard of Hearing

AMONG problems considered at a Conference on Problems of Deafness, held in Washington, D.C., on May 17 and 18, 1940, under auspices of the Division of Educational Relations of the National Research Council, the use of hearing aids for the deaf and hard of hearing was included among those recommendations for investigation. In undertaking a study of the use of hearing aids, the problem was divided into two parts: (a) the use of individual hearing aids, and (b) the development of group hearing aids suitable for classroom use in schools for the deaf or in audiences of deaf persons.

Funds for the support of these investigations were provided by the Committee on Scientific Aids to Learning, which had been appointed by the National Research Council in 1937 for the encouragement of the use for teaching and research purposes of recent technical developments, such as the motion picture, the phonograph, microfilm, radio broadcasting, and similar advancements. The Committee received its funds for the support of these studies from the Carnegie Corporation.

The problem of individual hearing aids was undertaken by Doctor Rudolf Pintner, professor of education in Teachers College of Columbia University, supported by a committee consisting, in addition to himself as chairman, of

Edmund Prince Fowler, otologist, 140 East 54th Street, New York City
Harriett F. McLaughlin, principal, Public School for the Deaf, New York City
Estelle E. Samuelson, New York League for the Hard of Hearing, New York City

This study has been carried on with the co-operation of the public school system of New York City, which arranged for the selection of a number of hard-of-hearing children in the public schools of the city whose parents were willing that they join in the study. The work has now been in progress about a year and a half. The initial selections, examinations, ratings and preliminary observations have been made. The work has been well advanced into

the observational stage, and a report by Professor Pintner is presented below of the course which this work is taking.

The second project, that of the development of group hearing aids, has been undertaken with the co-operation of Clarke School for the Deaf at Northampton, Massachusetts, and of the Bell Telephone Laboratories in New York City, under the direction of a committee composed of

Harvey Fletcher, *chairman*, acoustical research director, Bell Telephone Laboratories, New York City
Rudolf Pintner, professor of education, Teachers College, Columbia University, New York City
Frank H. Reiter, principal, Clarke School for the Deaf, Northampton, Massachusetts
John C. Steinberg, Bell Telephone Laboratories, New York City
Josephine B. Timberlake, superintendent, Volta Bureau, Washington, D.C.

Work on this project was interrupted for a time on account of the necessity that the Bell Telephone Laboratories devote all of their attention to work bearing upon the war effort. It has been possible, however, to resume work recently upon this problem and it is intended to present reports of progress in it from time to time.

PERCIVAL HALL, LITT.D., L.H.D., *Chairman*,
Committee on Problems of the Deaf and
Hard of Hearing, National Research Council,
Washington, D.C.

Interim Report of the Sub-Committee on the Value of Individual Hearing Aids for Hard-of-Hearing Children

DURING the past year we have continued testing hard-of-hearing children in order to make up our experimental and control groups. This work has now been finished. It has taken much longer than was originally anticipated. There have been unavoidable delays of all kinds, but the work has gone on steadily.

At the present time we have two experimental groups with their controls. The first experimental group consists of thirty hard-of-hearing children wearing hearing aids. Each one of these children has been paired carefully with a control hard-of-hearing child of similar chronological age, mental age, intelligence quotient, educational age, educational quotient, and percentage loss of hearing. These cases we call the "matched pairs." The second experimental group consists of twenty-four hard-of-hearing children wearing hearing aids. This group of twenty-four has been equated as a group with twenty-four control cases so as to make the means and standard deviations of the experimental and control groups equal. These cases we have called the "matched groups." In the "matched groups" we cannot pick out one child wearing an aid and find another child similar in C.A., M.A., E.A., decibel loss, not wearing an aid, but we can say that the two groups, as groups, are equal in these variables.

The extent to which we have been successful in equating the matched pairs and matched groups is shown in the accompanying table. The means and sigmas for the experimental and control cases are very similar in both sets of data. Comparing the matched pairs with the matched groups, we find the latter to be on the average six months younger, about equal in mental level (M.A.), similar in educational achievement (E. Q.), and to have a somewhat greater decibel loss in hearing. The mean I.Q.'s of these various groups barely reach 90 on a group verbal intelli-

THE EQUATING OF THE TWO EXPERIMENTAL GROUPS
MATCHED PAIRS

Group	C.A. (months)		M.A. (months)		E.A. (months)		I.Q.		E.Q.		Decibel Loss			
											R. Ear		L. Ear	
	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.	Mean	S.D.
Experimental	144.2	19.2	125.4	22.8	124.2	17.8	88.9	13.2	86.4	12.2	49.5	13.9	49.5	9.8
Control	145.1	17.4	126.9	23.7	123.7	17.8	89.3	14.9	86.5	12.2	41.0	14.1	49.8	10.4
N = 30 pairs	MATCHED GROUPS													
Experimental	138.4	18.4	124.3	23.6	116.7	19.4	89.6	12.1	85.0	12.7	53.9	15.7	56.7	8.9
Control	137.5	17.5	125.3	22.6	117.7	18.6	90.0	13.6	85.5	12.3	50.7	15.1	54.8	10.2

N = 24 in each group

gence test, so that we may say that, roughly, about half of our cases are normal or above in verbal intelligence, and about half are backward in this respect. With regard to hearing loss, all the cases are very definitely hard of hearing. The smallest decibel loss in any ear is about 30.

In all, there are at present 54 children who are wearing hearing aids, 28 girls and 26 boys. Some have had their aids for a year or slightly longer, while others have worn them for only a short time. The last aid was fitted during the week of May 11, 1942. During this period of selecting cases for our experimental and control groups, we have had nine children, who were selected for the experimental groups, who were fitted with hearing aids, and who, very shortly thereafter, refused to wear them. The reasons for such refusals were: "Don't need it"; "can't hear any better"; "don't like it"; and so on. These cases had, of course, to be removed from the experimental groups and other suitable cases had to be found.

We are keeping as close a check as possible on the length of time the aids are worn during the day. The picture at present looks something like this:

	Cases
Worn in school only	19
Worn in school and for speech lessons	9
Worn both in school and after school	10
Received aid too recently to be classified	16
Total wearing aids	54

During the year we have been gathering additional information about the 108 cases making up our experimental and control groups. In addition, we are testing some extra cases so as to have replacements for control cases that may drop out during the experiment. So far we have given the following tests:

	Cases
Stanford Binet Intelligence Test	45
Pintner Non-Language Mental Test	50
Aspects of Personality Test	118
Pupil Portraits Test	118
Washburne S-A Inventory	118

In addition to the facts being gathered by means of standard tests, we are collecting other information by means

of interviews with the child, the parent, and the teacher. These case studies are being made by a trained psychological counselor and will help us to understand better how the child reacts to the aid, how he feels about it, and whether he or his parents think that he is benefiting by it, and, if so, in what way. These case studies are fairly detailed, and they consume a great deal of time. It is not the plan to cover all the 108 cases, but rather to obtain a fair sample of the experimental and control cases. It is probable that interesting facts about the adjustment of the child to the hearing aid, the attitudes of parents, teachers and other children toward the child's wearing an aid, will emerge from these case studies—facts that it would not be possible to elicit from the objective tests.

The aim of our experiment is to find out in what way and to what extent the wearing of an aid helps the hard-of-hearing child. Does he make greater progress in school? Therefore, about a year after a child has been placed in either the experimental or control group, he has been given another Stanford Educational Achievement Test. We have so far given 60 such tests to children tested a year ago, and 40 more will be completed before the end of the school year in June. The remaining 18 will be tested later on after the lapse of a year. The gain or loss in educational achievement on the Stanford Tests will be computed after a year has elapsed for all our cases. Re-tests with other tests will be made during the coming year.

Increase in ability to hear by means of a hearing aid should, theoretically, improve the speech of a child. We are, therefore, trying to obtain speech records of a small sample of cases with noticeably poor speech. So far speech records of ten pairs of children have been made. At the close of the experiment another speech record for each child will be made, if possible, to measure what improvement in speech may have taken place. Speech diagnoses are being made by the department of speech correction of the Jersey City public school system for our ten cases in that city. We are trying to get speech diagnoses of all our New York cases, but so far this has not been possible.

A second otological examination is now being made of as many cases as possible to check on any changes in hearing that may be taking place.

During the coming year, 1942-43, it will be possible to measure some of the effects of wearing an aid for at least a year. We shall have re-tests on the Stanford Achievement Tests, re-tests on some of the other psychological tests, school records of achievement, and some measures of speech. The longer the children wear their hearing aids, the more likely is it that there will be measurable improvement. The committee is, therefore, planning to carry on the experiment as long as possible, and to that end is conserving its funds as much as possible.

R. PINTNER, PH.D., L.H.D., *Chairman*
Committee on the Value of Hearing Aids for Hard-of-Hearing Children, National Research Council, New York City

Faith in Tomorrow[1]

POWRIE VAUX DOCTOR, PH.D.
Professor of English and History, Gallaudet College
Washington, D.C.

IT IS a pleasure, indeed, to be with you this afternoon. I believe that the common use of the Green by students and faculty of both Kendall School and Gallaudet College makes us all neighbors in a way, and I sincerely hope that within the near future I shall have the opportunity of knowing even better some of this afternoon's graduates. On behalf of the faculty of Gallaudet College, I may assure you that it has been a pleasure to have had one of your graduates with us in the college during the past five years, and it is a distinct honor not only to the young man, but also to Professor Craig, Miss Fay and the other members of the faculty of Kendall School, that he was awarded the Charles Russell Ely prize for excellence in Chemistry.

In the closing moments of your career as students in Kendall School, I am afraid that there is very little that I can say this afternoon that will, to any great extent, influence your coming years. The great factors of influence on your character have been made, little by little, during the past ten or fifteen years, by your parents, your teachers, and your classmates. It is the constant daily individual effort on the part of your parents and teachers that really forms your character, not the occasional afternoon speaker to whom you may listen. A famous English writer once said, "The best work of the world is done, not by those who organize on a large scale, but by those who work faithfully on individual lines, in corners, and byways." Recently, in writing of the very fine work that Donald Nelson is doing at present in the government, the newspaper man who was interviewing Mr. Nelson commented on his extreme capabilities in being able to organize our industrial system on such a huge scale. Mr. Nelson replied somewhat firmly,

[1] An address delivered at the Graduation Exercises of the Kendall School for the Deaf, Washington, D.C., June 5, 1942.

"My ability in finance I owe to my Scotch grandmother who taught me how to make a penny and how to save a penny. For my ability in administration I owe that entirely to my Chemistry teacher in high school who taught me the importance of organizing my materials." How fortunate for us in America today that at least one Scotch grandmother and one teacher in that small distant town of Hannibal, Missouri, took an individual interest in one particular boy. In this day of mass production and government by commissions, it must not be forgotten that, in general, the great accomplishments of the world are performed by "those who work faithfully on individual lines in corners and byways." We have yet to hear of a famous painting, a far-reaching scientific discovery, or the writing of a great book, being assembled by a committee. As teachers of the deaf who, for the most part, deal with boys and girls who out of necessity must be much more institutionalized than their hearing companions, we should, I believe, make a vigorous effort to stress as much as possible the idea of individualism in our students. We must make them see that whole co-operation is a virtue, indeed, yet co-operation to the extent of following the crowd or mass mind indicates a weakness. If we can keep aloft this spirit of individualism, which is the basis of both Christianity and Democracy, our present form of government will stand. If we, as teachers, however, fail to impress this idea of the importance of the individual, we have lessened to that extent the power of democracy to continue as a form of government in our country.

As graduates of Kendall School this afternoon, some of you may think that this is a most inopportune time in which to be graduated from school, inasmuch as our country is at war on the Pacific and on the Atlantic. However, such a condition may only help to show what young deaf men and women are capable of doing. If we, as the deaf citizens of the United States, can assume our share of the responsibilities in this time of crisis, how much more secure a place in society we may hold in the world after the war! In some nations in the world today the deaf are not

considered as individuals with full rights, and because of their physical handicap are delegated to a rather obscure place. Inasmuch as this is not true of the deaf in America today, we have, therefore, a greater responsibility to our nation. We must show our employers that we are good workers. We must show everyone, that even though we are deaf, we can take a rightful place in the front lines of defense work, and after we have gained that place, we must work to our utmost to show our employers that their faith in us as deaf workers has been justified.

We must not think that the present conflict is the only time in history that the deaf have been involved with war. We might say that the education of the deaf in America was born in a war, for it was during the closing years of a war with England that the efforts began which ended in Thomas Hopkins Gallaudet's journey to Europe in order that he might learn the methods of teaching the deaf. Your own alma mater, Kendall School, was founded in 1857 under the approaching storm clouds of the Civil War. The charter for Gallaudet College was signed by one of our greatest war presidents, Abraham Lincoln, during the dark gloomy days of 1864 in the Civil War. I make no claim of being able to foretell the future, but who knows, history may repeat itself, and as American education for the deaf was born in a war, as your school and this college were born in a war, so it may be that out of this present conflict may come a more highly recognized place for the deaf workers in the industrial set-up in the defense of the United States in its present war with Japan and Germany.

If I could give you any advice this afternoon, I believe it would be centered around the word *faith,* faith in yourself, faith in your fellow workers, faith that the average American citizen will do his duty, faith in tomorrow. Faith means to have trust or confidence. You hear so many people today saying, "I have no faith in my government" or "I can't trust my best friend" and "I haven't any confidence in my teacher"; so you say there is not any use in working hard yourselves and you are interested only in having a good time.

First, we must learn to have faith in ourselves. If you had not believed you could have finished school, I doubt very much if you would be here this afternoon. If you do not go out into your first job with the idea that you can do it, I am quite sure you will not be a success in it. If our American soldiers felt quite sure that the German and the Japanese soldiers could defeat them, I am afraid our country would be in a very dangerous position. I know a boy who was graduated from this college a few years ago who had achieved, by himself, a good command of the English language and who also had taught himself how to read. His home had been in a rather desolate section of the Rocky Mountains and for eight years he had attended neither a regular school nor a school for the deaf, because his parents were unaware of such a school. He told me that for eight winters he sat behind the kitchen stove out on the ranch where he taught himself how to read and how to write. I asked him what kept him going on year after year. He replied that he guessed it was because he knew he could do the job. We must not become egotistical, but we too must firmly believe that we can do the job if we attempt it.

Secondly, we must have faith in other people. You have faith in your parents and teachers. You have faith in your friends. Sometimes a friend may make a mistake. Sometimes you may think a teacher is unfair. Friends and teachers are only human beings and can make mistakes, but the fact that one does occasionally do so is not any reason for us to lose faith in other people. We all know how unfair it is for hearing people to judge all the deaf by the actions of one deaf person who has made a mistake. Thus, it is just as unfair for us to lose faith in other people for the same reason.

Thirdly, we must have faith that everyone, which includes you and me, will assume his share of responsibility. We must feel that the air-raid warden will do his duty in a crisis. We must feel that the man working in the aircraft factory will assume his responsibility as well as the soldiers on the active front. It is such faith that binds together a nation. It is such faith that runs a school. It is such faith

that has kept England free from the invader. It is such faith that creates this thing we call civilization. It was such faith that helped Thomas Hopkins Gallaudet to found the first school for the deaf in Hartford. It was such faith that made Amos Kendall found your school. He felt sure that the men and women who would follow him in the work of the education of the deaf would assume their responsibilities, just as all of us, this afternoon, feel sure that each of you will do your duty after leaving school.

And last, I hope you have faith in the future. Many people of today are saying the golden age is over and that tomorrow will be dark and gloomy. In the Mormon Tabernacle square in Salt Lake City, Utah, is a statue of a Mormon father and mother and their family pushing a small two-wheeled cart containing all their worldly possessions. The statue is representative of those Mormons who walked across the hot dusty plains of Kansas, over the steep Rocky Mountains of Colorado and into the desert of Utah. Those courageous, God-fearing people never stopped once on their long journey to ask about tomorrow. They just kept slowly walking on across the continent, with a firm trust that tomorrow they would find a home. We must have just as much faith or trust or confidence in tomorrow as these Mormons had or we shall cease as a nation, which might mean also, the end of education as we know it today in America.

So whether you continue on to college or go out to work in some job, I would like to impress upon you again, in conclusion, the importance of being an individual in every sense of the word, and in order to be an individual of the highest type, we must have faith in ourselves, faith in the other fellow, faith in the average American man and woman, and this above all, *faith in tomorrow!*

Nimble Fingers for Defense[1]

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OUR NATION is at war. Across a far-flung battle front that extends across two oceans and over many foreign lands go the men of our army and navy, fighting to preserve those principles which we hold to be the birthright of all people—to live free lives as they see fit. Behind these men there is another army—an army faced with the stupendous task of turning all the available resources of our bounteous land into implements of war, whereby the front line may engage the enemy in conflict. The proper equipment for waging war is essential for a successful campaign, for without the labor and united effort of those on the home front, no war can be won by any army, no matter how staunch the hearts of the soldiers, or how courageous the stand of the navy. Those who are left behind play as important a rôle as those who go to face the foe.

Within our nation are countless numbers of people who, because of the handicap of age or of physical defect, will never be able to join the armed forces of our country. It is the duty of these to fight, not in actual combat with a living foe, but with all the skill and ability at their command in converging their efforts for one great common task —to give our army the weapons and materials of war. Among those physically handicapped are the deaf people of the nation, who are, by virtue of their handicap, perhaps the best fitted of any group to do their part upon the home front.

Deaf people, as a group, are probably as well qualified for factory work as any class in the United States. Their constant use of their hands as a means of communication develops in them a nimble and agile finger movement that far surpasses that of any other group of people. The delicate and rapid manipulation of the fingers is an important opera-

[1] An essay delivered June 6, 1942, at the Commencement Day Exercises of Gallaudet College, Washington, D.C.

tion in the control of many types of machinery. Who, of all people, are better fitted for such work than the deaf, who have achieved a nimbleness of finger movement that only comes with years of practice? Hearing people, viewing two deaf men or women "talking" with their hands, are always amazed at the rapidity with which the couple move their hands and fingers. This agility should be turned to good use in our present situation, when a place for everyone and everything must be found, so that all may unite in a common cause—the defeat of our common enemy.

In another respect also, the deaf are perhaps better qualified for factory machine operation than others. This factor is their inability to hear, which makes greater concentration possible in places where the noise is nerve-shattering for people with normal hearing. Undisturbed by the bedlam of noise in the factory, and unable to talk at the same time that they work, the deaf achieve a degree of concentration practically impossible of attainment by others. Combine their ability to concentrate with their agility of finger movement and you have a perfect factory machine operator. Use of these handicapped people for this work would free many hearing men and women for other positions in which normal hearing is necessary, and with this co-ordination of effort we would be able to achieve a more united and efficient home front. All out for defense means *all,* and we must use *all,* even us who are handicapped.

Tomorrow many of us leave for defense work. Let us show that the deaf in America can meet the test!

We must find or make a place for everyone, and recognition of the special abilities and place of our handicapped will put us far on the road to victory.

The Response of the Deaf or Blind Child to Talking Motion Pictures[1]

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USING the facilities of the Illinois School for the Blind, the Illinois School for the Deaf, the Jacksonville High School, and with the co-operation of the management of the Fox Illinois Theater, the writers set out to study the response of an unselected group of deaf and blind children to the talking motion picture. These children were selected within the age range of fourteen to eighteen years. A group of high school pupils was selected for use as a control group for the purpose of studying each group of handicapped children in comparison with the response of the normal child.

For the purpose of convenience in using groups of children from the state institutions, the study included only boys. This was considered as having no bearing on the results, since the responses of the sexes in other tests having a similar purpose have indicated that there is no great variation, if any, in the results obtained from different sexes.

Two major difficulties arose, namely, the devising of a testing medium which would not throw too great a burden on the limited language of the deaf child, and the selection of performances which would represent a fair division of appeal to the two sense organs, sight and sound, on which these groups would depend for their understanding of the shows.

According to Umstattd (5):

> The motion picture is gradually gaining a place of ever increasing importance in our modern education. The idea of using pictures to illustrate classroom material is by no means a new one; it was

[1] A seminar study from the Department of Psychology and Education of Illinois College, Jacksonville, Illinois, under the supervision of Dr. Eleanor Olmstead Miller, chairman of the department.

inaugurated many centuries ago in the form of still pictures. Today, with our modern technological equipment we are able to produce moving pictures which have in many instances been adapted to our educational system. But, the mere adoption of pictures to our educational system was not enough; we now find that in the United States, France, Russia, Germany, and England institutions have seen set up to produce and distribute films which are primarily educational as well as entertaining.

Mr. D. T. Cloud, managing officer of the Illinois School for the Deaf, and Mr. R. W. Woolston of the Illinois School for the Blind kindly placed their records at our disposal, and arranged to excuse the boys for the test at convenient times for the study. Mr. R. Q. Bartlett of the Fox Illinois Theater made the project possible by allowing free admission for thirty-two persons to each of the seven pictures we decided to use. Mr. J. C. Mutch, principal of the high school, co-operated by selecting our boys from high school classes, and arranging to deliver the materials and collect the completed test papers through his office.

Dr. Eleanor O. Miller, chairman of the psychology department of Illinois College, advised the writers throughout the formation of the study, and the administration of the tests. The idea for this study grew out of her course "Psychology of the Handicapped." Finally, the proposal for the study was submitted to Dr. Rudolf Pintner of Teachers College, Columbia University, who offered valuable advice on methods to be employed.

The basic idea for the study was that the talking motion picture teaches and amuses by appeal to both the sense of sight and the sense of sound. The deaf person depends on his sense of sight to obtain almost all of his instruction and entertainment, while the blind person is forced to rely greatly on perception by the organs of sound reception.

The general background concerning the blind may be derived from this opinion by Miller (3):

> *We who are seeking to understand the problems of both groups* (the blind and the deaf) must by means of comparisons and analyses find a way of understanding the consequences of the loss of sight. Without question men in general who can see fail to understand the problems of those who cannot.
>
> Much of our knowledge of the blind has come through fiction or through acquaintance with one or two blind persons. If he happens to be an intelligent individual, then all the blind tend to be intelli-

gent; if he be lazy, then the others are judged accordingly. This unfortunate tendency toward generalizations results in all sorts of wild extravagances.

The first problem to be faced in the experiment was the selection of pupils to see the various pictures. At the outset, on consulting with Mr. Woolston, superintendent of the Illinois School for the Blind in Jacksonville, and Miss Elizabeth Brooks, the principal of the school, the writers found they were immediately interested in the project and permission was obtained to select ten boys. With their aid a list was made of all the boys in the school between the ages of fourteen and eighteen. Of this group, Mr. Woolston and Miss Brooks eliminated the exceptionally dull children and any child who their records showed had remaining an appreciable degree of seeing ability. Since the children had not been given intelligence tests, the judgment of these two officers was relied upon in view of the fact that they knew all of the boys intimately and had taught them at various times. With the completion of the elimination the names of the remaining boys were put in a hat and ten names drawn. These were the boys used in the experiment, and throughout the year Mr. Woolston and Miss Brooks gave many useful suggestions regarding them.

Concerning the incidence of deafness, Miller has this to say (3):

> With 60,000 totally or nearly totally deaf persons in the United States, with 300,000 children with hearing defects of so serious a nature that they need special attention in school, with many more adults with some defect of hearing which never appears on the census records, the problem of the deafened assumes a social importance. Far more does it assume an individual importance. There are many persons who have not received institutional or scientific help who handle their problem of slight deafness or increasing deafness according to their own personal characteristics. They are of personal concern to us even though their problem seems uniquely their own.
>
> Deafness does not seem to be on the increase in proportion to the general population increase, although the actual number of persons who are deaf is increasing. Removal of many of the causes of deafness has been of distinct benefit. Many of the causes have not and possibly never will be entirely removed. The problem of the causes of deafness is of course the problem of the otologist, not the psychologist. However, it is of importance for us to know that only a part of the causes of deafness is hereditary. Other causes may be found in disease or injury. Most reported cases of deafness occur early in life. Thus, from early years the majority of deafened persons are unable

to profit by the use of language except through special teaching. The effect of the age at which deafness occurs is small when we consider only the mental rating; it is much greater when we consider educational achievement.

The method of selecting the pupils of the Illinois School for the Deaf was to make a careful study of all boys from the ages of fourteen to eighteen. The only basis for the elimination of boys was the amount of residual hearing possessed. In order to center the study on the amount of response by deaf persons, only those boys whose audiometer tests indicated no more than thirty per cent of residual hearing in either ear were considered. From the remaining group the admittedly dull on a basis of teacher experience were eliminated, then ten boys were selected by lot for the study. When the group of questions to be used had been completed, the reading teachers of the school instructed their pupils in the meanings of two words which were considered beyond the possible vocabulary of these pupils, namely "climax" and "rôle." Later on the word "part" was substituted for "rôle" in order to overcome this difficulty.

None of the deaf boys selected had any difficulty with their sight, and no effort was made to obtain an IQ rating for any of the pupils engaged in the study.

The members of the control group were selected by Mr. J. C. Mutch, principal of the Jacksonville High School, in the following manner: Class rolls were called to him and eight boys from each class were selected at random. The school records were checked on these thirty-two boys, and all who lived in rural areas were dropped owing to difficulty in attending the movies selected. Any outside the age limits were dropped, and from the remainder the ten were selected by lot.

An informal meeting was held with each of the groups by the people engaged in the study to explain the purpose and method of the study, and to invite their full co-operation.

In the selection of moving pictures to be used it was decided to attempt to divide the total number of shows among the various types which are universally recognized;

therefore, the selections included cartoon-type feature pictures, historical pictures, and social problem pictures. It was recognized that the type of picture would probably influence the response for the two groups due to the difference in the method of presentation, and its effect on the blind and deaf. In recognition of this the attempt was made to make the testing medium sufficiently general to allow the two groups a nearly equal chance to respond regardless of the type of picture being shown. The program finally agreed upon was as follows:

Movie Number	*Name*	*Classification*
One	The Roaring Twenties	Social
Two	Four Wives	Social
Three	Gulliver's Travels	Cartoon—Fairy Story
Four	Pinocchio	Cartoon—Fairy Story
Five	Virginia City	Romantic—Historical
Six	Grapes of Wrath	Social
Seven	The Hunchback of Notre Dame	Historical

The formation of the testing medium offered the greatest problem. It was necessary to have some form of written questionnaire in order to record the response for the purpose of study. Consequently it was necessary to simplify the questions in an effort to minimize the burden on the language of the deaf. Likewise, it had to be in a form easily read to the blind boys in order that they could reply to the questions in Braille. These Braille answers had to be transcribed to English for the purposes of the study.

After the children had been taken to the first show, and the papers graded, it was concluded from this preliminary test that with the exception of two questions, the items were weighted and balanced properly, according to their importance. It was decided that too much importance had been placed on the question of whether the show was liked or not and if so why. In the succeeding tests these questions were given a lower value.

The result was an amended form of questionnaire, as follows:

QUESTIONNAIRE

1. Who were the most important people in the feature picture or show?

2. What do you think is the climax of this picture or show?
3. Tell where this story took place.
4. This picture or show teaches some lesson for you. Can you tell what the lesson is?
5. Did you like this picture? Why?
6. Tell in a few words the story of this picture or show.

In it we attempted to ask for essential material only. Items that should be discovered by either group were listed. It is possible that a wider diversification of questions might have indicated greater differences, but it was felt that this first attempt should err in the direction of greater simplicity, if at all, rather than in the direction of too many complications.

The method of forming a rating schedule for the questionnaires was to select the best paper of the control group. Arbitrary values were given to each of the questions on this paper, the sum of which was very near one hundred. The remainder of the control group papers were then rated with this sheet as a guide, and optional answers listed were indicated. Some of these optional values might be greater and some smaller than those of the one best paper. The rating sheet was then re-totaled in order that the total of all the best answers would be one hundred. This permitted easy ranking of the raw scores and ready comparison of each group with the other, and the ranking of all pupils on each movie.

The division of values assigned to the questions as used for the first movie is shown as follows:

FIRST RATING SHEET

Question	*Values*
Number One	6
Number Two	7—5—3
Number Three	10—9
Number Four	10
Number Five	8 8
Number Six	51 (4—9—10—6—5—7—10)

These values were modified later in light of the information indicated by this first study. A composite list of the values used for each question on all of the movies attended is shown in this classification:

The actual response is shown in Tables I, II and III, for

COMPOSITE RATING CHART

Question	*Movie No. 1*	*Movie No. 2*	*Movie No. 3*	*Movie No. 4*	*Movie No. 5*	*Movie No. 6*	*Movie No. 7*
One	6	10	9	5	5	5	6
Two	7–5–3	8	7–7	7–5	7–5	7	7–5
Three	10	10	10–8	10	8–2	10	10
Four	10	10–7	6	7–7	6–6	6	7–5
Five	16	8	8	8	8	8	8
Six	54	59	60	63	64	64	62

the Control Group, the Blind Group, and the Deaf Group, respectively. The grade made for each boy on each of the seven movies is given in these tables. It was impossible to obtain a hundred per cent attendance at the movies due to illnesses, other school duties and absences from school for other reasons. In the case of Movie No. 4 it was impossible to have the Control Group attend because the dates conflicted with school functions requiring their attendance. In two or three cases the boys became discouraged, and refused to co-operate further. For these reasons the charts are not complete.

Both the First Rating Sheet and the Composite Rating Chart show a large value for Question Number Six. It should be noted that this value was broken down into from nine to twelve items, and values assigned to these items of from two to ten depending on their importance in the pic-

TABLE I
CONTROL GROUP COMPOSITE

Pupil	*Movie No. 1*	*Movie No. 2*	*Movie No. 3*	*Movie No. 4*	*Movie No. 5*	*Movie No. 6*	*Movie No. 7*
One	85	81	100	A school conflict prevented attendance.	99	100	79
Two	91	81	82		80	79	60
Three		72	90		84	59	73
Four	89	100	55		50	58	67
Five	28	32	41		31	57	43
Six	78	67	56		33		76
Seven	55	60	28		62		63
Eight	81	68			53	79	50
Nine	60	44	52			46	50
Ten	62	50	55			60	
Average	69.9	65.5	62.1		61.5	67.3	62.3

TABLE II
BLIND GROUP COMPOSITE

Pupil	*Movie No. 1*	*Movie No. 2*	*Movie No. 3*	*Movie No. 4*	*Movie No. 5*	*Movie No. 6*	*Movie No. 7*
Eleven	85	62	68	72	44	66	60
Twelve	65	36					
Thirteen	84	63	87	76	72	80	63
Fourteen	53	43		92	68	63	47
Fifteen	75	62	61	86	88	72	76
Sixteen	77	56			18		21
Seventeen		53	47				
Eighteen	71	59	85	52	72	78	
Nineteen	90	28	30			90	55
Twenty							30
Average	75.0	51.3	63.0	75.6	60.3	74.8	50.3

ture. Where items were mentioned in individual papers which had not been assigned a value on the rating sheet, a bonus was given of proportionate value on the paper being graded. It should be stressed that this can not be considered a purely objective test, since the opinions of the graders were the only measure of the importance of items and the value assigned them, wherever such items did not appear on the control group papers.

An apparent overlapping of grades in the three groups was found, and from this it was concluded that there was no great difference in the ability of either of the handicapped groups where the use of this form of amusement and

TABLE III
DEAF GROUP COMPOSITE

Pupil	*Movie No. 1*	*Movie No. 2*	*Movie No. 3*	*Movie No. 4*	*Movie No. 5*	*Movie No. 6*	*Movie No. 7*
Twenty-one	99	87	89	95	86	86	
Twenty-two	75	56	79	77	43		
Twenty-three	56		71	90	88	84	66
Twenty-four	34	42	74	56	53	46	
Twenty-five	51	63	57	60	58	61	
Twenty-six	26			73	57	25	52
Twenty-seven	31	67	81				
Twenty-eight	40	12	45			27	
Twenty-nine	22		66				
Thirty	37	69	69			76	77
Average	47.1	56.6	70.1	75.1	64.1	57.9	65.0

education was considered. Pintner and Reamer in their studies of the responses of the handicapped groups find a definite lag of from two to four years in the achievement of the deaf and a somewhat similar difference in the case of the blind although the difference is not nearly so great. It is especially significant, therefore, to find that the response in this test shows that there is no very great difference in the response of these unselected boys of the same age. Of course, these conclusions are open to question due to the small number of cases tested. Yet it was found that for the first movie, four of the blind boys were above the mid-mark of the control group, and one deaf boy ranked second in the total list. In the second movie three of the deaf children ranked above the mid-mark of the control, and while none of the blind were above this mark, four were within ten points of it.

For the third movie seven of the deaf boys were above the mid-mark of the control while three of the five blind who turned in papers exceeded this mark. For the fourth movie two of the deaf exceeded the mid-mark of the control out of the six reporting, while three of the six blind boys exceeded it. On the fifth and sixth movies the results are very similar. These results should be considered in view of the fact that the rating charts are weighted in favor of the control group.

Likewise in consideration of the lowest scores an interesting fact appears. In all movies after the first one no more than two papers from the deaf group were lower than the lowest control group paper, and in three instances at least two control group papers were lower than the lowest deaf paper.

When the blind and the control group were compared, two movies produced one blind group paper each lower than the lowest control paper, while one movie produced two blind group papers lower than the lowest control group. In two cases the lowest paper of the blind group exceeded the lowest paper of the control group.

All of these facts are illustrated in Table IV.

When the blind and the deaf groups were compared it

TABLE IV

RECAPITULATION OF PUPIL RANK ON EACH MOVIE

The Control Group is numbered from 1 to 10 inclusive.
The Blind Group is numbered from 11 to 20 inclusive.
The Deaf Group is numbered from 21 to 30 inclusive.

Movie No. 1	*Movie No. 2*	*Movie No. 3*	*Movie No. 4*	*Movie No. 5*	*Movie No. 6*	*Movie No. 7*
4	4	1	21	1	1	1
21	21	3	14	15	19	18
2	2	21	23	23	21	30
19	1	13	15	21	23	15
1	3	2	18	3	13	6
11	30	27	22	2	8	4
13	8	22	13	13	2	23
8	6	21	26	14	30	7
6	27	23	11	7	15	13
16	13	30	25	25	18	11
22	25	11	24	26	4	2
15	11	29	(The Control Group did not report)	24	11	19
18	15	25		8	14	26
12	18	6		18	25	8
10	22	4		4	9	9
9	16	10		11	3	14
23	17	9		22	5	5
7	10	17		6	24	20
14	9	28		5	10	16
25	14	5			28	
28	24	19			26	
30	12	7				
24	5					
27	19					
5						
26	28					
29						

was found that the ranges of scores were very similar in each group. From the tables giving these scores it may be noticed that the scores can almost be matched on each movie.

Of equal interest is the fact that the average score made by the control group fluctuated very little from one movie to another while the average score of each of the handicapped groups had a much wider fluctuation. From this it was concluded that some of the movies selected failed to appeal to the handicapped children and failed to offer them an acceptable means of understanding the movie. Various expressions appeared on the paper indicating this fact under the fifth question and the part where the children were

asked to tell why they did or did not like the show in question.

The group conducting this study concluded that any further studies along this line should be made with a more nearly objective testing medium, and a much more detailed questionnaire. Likewise, the test, to have any practical significance, must be applied to much larger groups of students.

It seems that the increased use of the motion picture for teaching both the handicapped groups should be beneficial, since each group tended to approach nearer the response of the control group in the last tests than in the earlier ones. This may be the result of becoming familiar with the questions, and knowing what to watch for in the movies, although this is equally true of the control group and should be reflected there as well.

In using the motion picture as an aid in the education of the blind, it is recommended that the pupil who is to attend a given show read the story of that picture before attending. For instance, boy number fourteen of the blind group had read the story of Pinocchio before seeing it. His grade on that picture was 92 as compared with his next highest grade of 68 on a picture about which he knew absolutely nothing before attending the theater. That is a substantial gain of 24 points. In other words he was 24 points better on a picture of which he had read the story. The same thing is true of boy number nineteen who had read parts of the book "Grapes of Wrath." On that picture he made a grade of 90 as compared to his next highest grade of 55.

It is also recommended that a picture with a minimum of action be chosen for the use of the blind. The blind have a tendency to like shows with a small amount of action. This idea is expressed very adequately by one of the boys on his test paper. The picture was the "Hunchback of Notre Dame." This particular boy in answering the question as to whether he liked the show or not said, "I did not like the picture so well because it had too much action." The

same idea is expressed a number of times by various other boys.

Thus, it seems likely that the motion picture can be used to great advantage by teachers of the blind as a supplement to classroom material provided the pictures selected do not have too much action and provided the pupils possess a knowledge of the story before attending.

It is interesting to the theme of this study that the Illinois School for the Deaf had just finished installation of sound motion-picture equipment in its auditorium with individual hearing aids wired to seats for the future entertainment and education of its pupils. By using this medium in close connection with the school program it is felt that they may make great strides in overcoming the language handicap and general retardation.

In conclusion the writers wish to express appreciation to Mr. Cloud, Mr. Woolston, Mr. Bartlett and Mr. Mutch, who made this study possible by their help and sympathetic co-operation.

Conclusions

Raw scores overlapped in all three groups, indicating no great difference in ability over this test for any of the groups.

Some deaf and blind boys were among those with the high scores for all of the movies.

No movies showed the deaf or blind scores appreciably below the lowest control group scores.

The blind and deaf are very similar in response over all the movies.

The control scores showed very little fluctuation over all movies while the blind and deaf scores fluctuated, depending upon the type of movie.

To utilize this method of instruction for the handicapped greater preparation is necessary if best results are to be obtained.

For the blind, reading preparation is very beneficial.

The blind react more favorably to pictures with a minimum of action.

For the deaf, explanation of the story is helpful while those pictures having a small amount of dialogue are best, and a great deal of language work following the movie will give good results.

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Voice and Rhythm in the Primary Grades of the New Jersey School for the Deaf

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THE work here described is School Music, greatly altered to meet the very considerable handicap of deafness. The aims are to assist in developing a pleasant speaking voice and to provide such enjoyment of music as the degree of deafness and sensitivity to vibration permit. The piano is the stimulus. An amplifier with microphone, bi-aural phones and individual volume controls, is attached to it.

His handicap limits the average deaf child's enjoyment of music to the fundamental element, rhythm. He learns to respond to various rhythmic patterns with bodily movements, and to play the toy instruments in selections for Rhythm Band.

Voice and speech exercises become musical games. He enjoys rhythm in rhymes and songs which he speaks to the piano accompaniment. The informality of the situation and the fact that the child's attention is centered upon a stimulus from without, rather than upon his own physical speech mechanism, encourage spontaneity in his manner of speaking.

The outline is divided into four main headings with essential texts from authoritative sources and some song and instrumental selections noted at the conclusion of the respective divisions.

I. *Voice Development.*—Under this heading will be found listed the factors that make up a pleasant speaking voice. Any group of syllables provides flexibility, resonance, breath control, phrasing and accent. We endeavor to incorporate them in all voice work.

II. *Rhymes and Songs.* Here we have oral expression similar to public school singing. It goes without saying that no pupil in a school for the deaf has enough hearing to sing a melody, but much pleasure is derived in rhythmic repetition of songs.

III. *Rhythmic Action.*—The physical rhythms of childhood are expressed with emphasis on freedom and fun. They aid in establishing balance and motor control.

IV. *Rhythm Band.*—Pleasure in rhythmic expression is emphasized. Selections are chosen mainly for their pronounced rhythmic patterns. Marches and dance rhythms are stressed.

I. Voice Development

Kindergarten and First Year

A. Aim

1. To develop the following components of speech
   a. Flexibility
      (1) Spontaneous expression
         (a) Laughter
         (b) Pain
         (c) Fatigue
         etc.
         About six.
         More than one picture is used to illustrate each.
      (2) Animal sounds
         (a) Dog
         (b) Cat
         (c) Cow
         etc.
         About ten.
      (3) Suitable vowels and the consonant m
         (a) M-----
         (b) Oo---- } High and low
         (c) Ar----
         etc.
   b. Resonance
      (1) M------- with chin on piano top
      (2) Mar mar, mar mar mar,
      (3) Pum pum, pum pum pum,
      etc.
      Stress open vowels and consonants which are produced on lips or tip of tongue.

c. Breath

It is desirable to avoid calling attention to the physical mechanism. Let it function naturally. However, if it is evident that the child is tense, forcing his breath or taking too little, intercostal breathing must be established.

(1) Smell some perfume (inhale); say "bububu'" (exhaling).

(2) Inhale; say "arf---arf---arf---" (exhaling).

(3) Blow a tin horn; blow three times on one breath.

Additional devices if necessary.

d. Phrasing and accent

(1) "*Far*far," silence for two beats; repeat.

(2) "*Far*farfar," silence for three beats; repeat.

etc.

Stress combinations that are easy and forward.

(3) All words, expressions and statements the child has learned to speak in his classroom. Light chords on the piano in the speech rhythm.

Second and Third Years

a. Flexibility games

(1) Sounds in environment

(a) Fire siren

"V⁀"

(b) Church bells

"Ding

dong!"

(c) The wind

"Oo⁀"

etc.

b. Resonance games

(1) Knock at the door

"Knock, knock, knock!"

(2) Bending knees

"Go down. Come up."

(3) The giant

"Fee fie fo fum!"

etc.

(a) Syllables for soft palate

1′—hung--------

hunggar-----

etc.

2′—keekar

keekou

etc.

c. Breath

While it may be necessary to urge certain individuals to breathe more deeply, the majority do not require special exercises.

Faulty breathing is most often due to the following causes: Tension or failure to vocalize breath.

(1) Corrective exercises for tension

(a) Roll head while repeating simple syllable

(b) Repeat: "V---uv---uv---uv---."

(2) Corrective exercises for failure to vocalize breath

(a) Resonance games and exercises in a strong voice

d. Phrasing and accent

Words and sentences now almost entirely replace syllable practice.

(1) Accent

List words for practice according to syllables and accent. Stress speaking softly on the unaccented syllable.

/ .

(a) window

paper

. /

today

ice cream

/ . .

(b) hospital

calendar

. / .

tomorrow

eleven

. . /

Halloween

lemonade

(c) January / ... Memorial . / ..
February thermometer
etc.

(2) Phrasing

As the child's vocabulary increases he uses longer sentences. Words are grouped, a breath taken before each group. Classroom news charts or similar material furnished by the class teacher are practised.

(a) We will go home for Christmas.
(b) Charles has new black shoes.
(c) The boys had a picnic
in the woods Saturday.
etc.

Fourth and Fifth Years

a. Flexibility

(1) Expressions

(a) Mmmmm! That's good!
(b) Oh----me!
(c) Don't be silly!
etc.

b. Resonance games stressing l, r, h, m, n, ng

(1) Train conductor
"All aboard!"

(2) Bells
"Ring! Ring! Ring! Ring!"

(3) "Run, run, run!"

(4) The cowboy singing
"Lay lee-o-lay."

(5) Football cheer
"Rah! Rah! Rah!"

(6) The Lone Ranger
"Hi-yo, Silver!"

etc.

c. Breath

The teacher makes certain that each child is taking a breath at the marked intervals, phrase beginnings in sentence work and at specified points in

songs. Often children tend to attempt too many words on one breath and it is not uncommon to discover some who begin to talk with too shallow inhalations. Stand erect and speak smoothly. Avoid tension and forcing.

d. Phrasing and accent
   (1) Classroom oral language
   (2) Expressions
   (3) New words of more than one syllable
   (4) Voluntary statements from the children

   The children now begin to mark phrasing for themselves. They also have a better understanding of syllabification.

   (a) Guides to improve the manner of speaking

   1′—The, an, for, of, in, *etc.*, are always spoken softly.

   2′—Words containing only short vowels are spoken quickly: many, little, pretty, *etc.*

   3′—The pitch of the voice falls before a period.

   Acoustic classes: Inflection and emphasis are included in all phrasing work.

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II. RHYMES AND SONGS

Kindergarten and First Year

A. Very easy to articulate and short

1. Children: "Moo, moo, moo."
   Teacher: "The cow says,
   Children: "Moo-----."
2. I love daddy,
   I love mother,
   I love baby,
   I love you.

About twelve.

Second and Third Years

A. Types
   1. Seasonal
   2. Holiday celebrations
   3. Religious
   4. Environment and play
   5. Songs related to the classroom activities program

About twenty-five.

Acoustic classes learn about thirty-five.

   a. Songs are chosen for ease of articulation and simple language. Often a word with which the child is more familiar is substituted and the syntax changed from poetry to prose. Memorization is not required.

Fourth and Fifth Years

A. Types
   1. Those listed under Second and Third Years
   2. Patriotic
   3. Popular songs when the child's experience warrants their use and when the songs are not too difficult.

About twenty.

Acoustic classes learn about thirty.

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III. Rhythmic Action

Kindergarten and First Year

A. Aim

1. To enjoy expression of rhythmic activity
   a. The children respond with one definite action to a certain selection
      (1) Themes
         (a) Running
         (b) Hopping like a rabbit
         (c) Sledding
         etc.

         About thirty

      The children are usually asked to identify one theme from a group of three.
   b. The children execute one definite movement on the accented beat.
      (a) Sweep the floor. (2/4)
      (b) Roll balls across piano. (3/4)
      (c) Catch an apple when it falls from the tree. (4/4)
      etc.

Second and Third Years

About twenty additional themes of the types listed above.

Fourth and Fifth Years

   c. The child is asked to analyze in a general way and to create his own interpretation.
      (1) Was it loud or soft?
      (2) Was it high or low?

(3) Was it fast or slow?
(4) Do something.

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IV. RHYTHM BAND

Kindergarten and First Year

A. Instruments
1. Rhythm sticks
2. Tambourines
3. Triangles
4. Cymbals
5. Bells
6. Wood block
7. Drum
   a. Kindergarten year
      (1) Associate certain instruments with certain music and keep good time while playing.
         (a) Rhythm sticks in steady 4/4 time; music middle to low on piano and played lightly.
         (b) Tambourines: shake rapidly. Lively music in middle of keyboard.
         (c) Triangles and bells; slow chords in treble, 4/4 time. Also lively music in treble while triangles trill and bells shake.
         (d) Drum; strong accent on first beat; music middle to low in steady 4/4.

b. First year
   (1) Begin reading simple scores with no uneven beats.
      (a) Introduce wood block; associate with sticks.
      (b) Introduce cymbals; associate with drum.
c. Selections
   (1) The Marine's Hymn
   (2) Hunting Song—Schumann
   etc.
   About six.

Second and Third Years

a. Contrasting selections (march, waltz) and uneven beats or broken time
   (1) Selections
      (a) Marche Militaire—Schubert
      (b) Skating Song—Vandevere
      (c) Anvil Chorus—Verdi
      etc.
      About ten.

Fourth and Fifth Years

a. More difficult scores. Descriptive music: selections that tell a story.
   (a) Spanish Dance—Moszkowski
   (b) Santa Claus Comes—Vandevere
   (c) In the Hall of the Mountain King—Grieg
   etc.
   About twenty.

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Note: Selections marked * have no rhythm band scores but are very adaptable.

A Comparison of Congenital and Adventitious Deafness with Respect to Its Effect on Intelligence, Personality, and Social Maturity—Part III: Personality[1]

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Congenitally Deaf Compared with Adventitiously Deaf.—This experiment was undertaken primarily to determine whether differences exist between congenitally deaf children and children who have acquired deafness. As was stated in the "Statement of the Problem," the congenitally deaf subjects had been deaf from birth while the adventitiously deaf had become deaf after learning to speak. From the viewpoint of guidance and educational rehabilitation, it is important to determine what effect deafness has on adjustment. It is also pertinent to determine whether the effect of deafness is different for the two types of deaf children studied.

The Haggerty-Olson-Wickman Behavior Rating Sched-

[1] In Part I, March ANNALS, pp. 140-154, the authors consider the problem of difference in intelligence between children who are congenitally deaf and those with adventitious deafness. Their findings indicate no significant difference in this respect, though deaf boys tend to stand slightly higher in intelligence than do deaf girls. Nor was there a significant difference between a group of deaf children resident in a school for the deaf more than four years and another group of less than four years residence in such a school.

In Part II, May ANNALS, pp. 241-251, the study deals with the question of social maturity. Here the authors find evidence of retardation for deaf children, though there is no significant difference in this respect as between the congenitally deaf and the adventitiously deaf. Further, there appeared to be no real difference in social growth as between boys and girls. Nor was a critical difference revealed between groups with "short" and "long" periods, respectively, of residence in a school for the deaf.—*Editor,* ANNALS.

ule was selected as a measure of personality because it could be applied to all age levels. Because of the language handicap of the deaf, none of the available personality inventories were applicable. Language tests of personality, at best, could be applied only to a select group. They could not be applied, under any circumstances, below what is usually referred to as fifth grade.

One hundred and eighty-seven of the original one hundred and eighty-nine cases were rated, two cases having left school. The Haggerty-Olson-Wickman Behavior Rating Schedule consists of two parts: Schedule A, a Behavior Problem Record, and Schedule B, a Behavior Rating Scale. Schedule A rates the child on symptoms which may be objectively observed, such as temper outbursts, overactivity, and sex offenses. Schedule B rates the child on the more subjective aspects of his personality, such as "easily fatigued," "courageous," "talkative," etc. The child's behavior is rated on a scale of from one to five, and the items are weighted according to seriousness of the trait (Olson 2). A high score indicates maladjustment or high-problem tendency; a low score, better adjustment and less-problem tendency. These two schedules are scored separately.

Olson (2), when standardizing the scale on hearing children, found a sex difference on Schedule B, the Behavior Rating Scale; the mean for the boys being 73 and the mean for the girls 66. He found a mean of 70 for his entire group.

Schedule B—Behavior Rating Scale.—The results for Schedule B for the congenitally and adventitiously deaf are found in Table XI. The mean score for the congenitally deaf is 77.1 with a SD of 14.6. The mean score for the adventitiously deaf is 79.1 with a SD of 18.7. The mean difference is 2.0, the SD of the difference 2.64, and the critical ratio .76. The difference between the two groups is not statistically reliable. Both the congenitally and adventitiously deaf are somewhat above the norm for Olson's (2) group. The SD for the standardization group was 17.9. The adventitiously deaf are more variable and the congenitally deaf slightly less variable than the original group. These results indicate that the type of deafness is less important from the

standpoint of adjustment than the fact of deafness itself. Both groups are somewhat more unstable than the hearing.

TABLE XI

COMPARISON OF MEAN SCORES FOR CONGENITALLY AND ADVENTITIOUSLY DEAF ON THE HAGGERTY-OLSON-WICKMAN BEHAVIOR RATING SCALE—SCHEDULE B

Group	N	*Mean*	SD	*Mean diff.*	SD *diff.*	*Critical Ratio*
Congenital	120	77.1	14.6	2.0	2.64	.76
Adventitious	67	79.1	18.7			

Even though no statistical differences exist between the two groups, we cannot conclude from these data that the two groups should be rehabilitated by the same educational procedures, because one is a "language" group and the other a "non-language" group. This difference is undoubtedly important from the standpoint of readjustment.

The distribution of scores for the congenitally and adventitiously deaf is presented in Figure 11. The distribu-

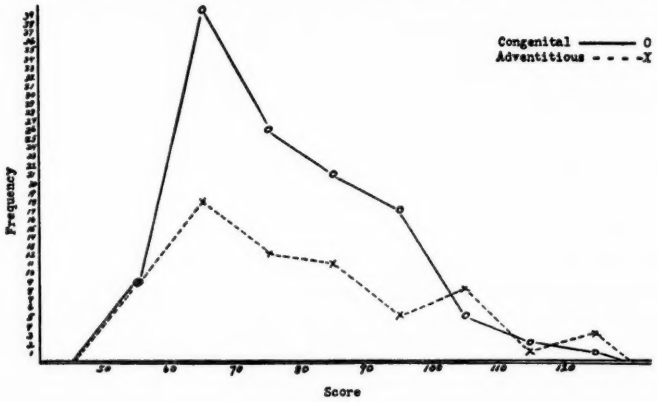

FIGURE 11

Distributions of Scores for Congenitally and Adventitiously Deaf Children on the Haggerty-Olson-Wickman Behavior Rating Schedules—Schedule B

tions are very similar. The scores for both groups range from 55 to 125. Olson (2) obtained a range of from thirty-

five to one hundred and thirty-nine for his hearing subjects. There is less spread for the deaf subjects, especially in the direction of "very good" adjustment. This suggests that the deaf do not obtain the "perfection" in adjustment that some hearing subjects attain; and the deaf do not attain as high scores, at the other extreme, expressive of maladjustment.

Sex Differences.—A comparison of the results for the deaf males and females is presented in Table XII. The mean score for the males is 80.9 with a SD of 16.4 and for the females 74.4 with a SD of 15.4. Olson's (2) mean for the boys is 73.5 with a SD of 18.4 and his mean for the girls is 66 with a SD of 15.8. Both deaf males and females are slightly above the norm for hearing children.

TABLE XII

COMPARISON OF MEAN SCORES FOR DEAF MALES AND FEMALES ON THE HAGGERTY-OLSON-WICKMAN BEHAVIOR RATING SCALE—SCHEDULE B

Group	N	*Mean*	SD	*Mean diff.*	SD *diff.*	*Critical Ratio*
Males	100	80.9	16.4	6.5	2.33	2.8
Females	87	74.4	15.4			

Olson (2) found a statistically reliable difference between the sexes for hearing children. In our group, also, there is a similar difference in the same direction, although it does not meet the criterion for statistical reliability. As shown in Table XII, the mean difference between the deaf males and females was 6.5, the higher scores being made by the males, with a standard error of the difference of 2.33, and a critical ratio of 2.8.

That a sex difference exists between deaf males and females is in agreement with teachers and administrators, who seem to be of the opinion that the girls are better adjusted. The results of this experiment support this viewpoint. However, no more definite conclusion is justified until better techniques are available for the study of the personality of the deaf. The Haggerty-Olson-Wickman Behavior Rating Schedules measure primarily aggressive types of behavior.

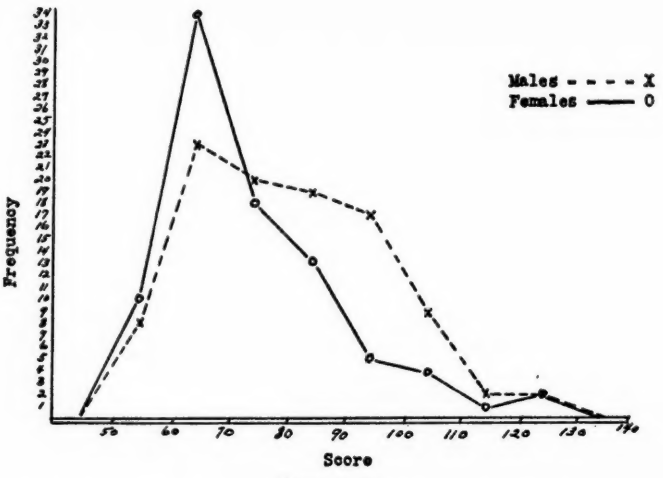

FIGURE 12
Distributions of Scores for Deaf Males and Females on the Haggerty-Olson-Wickman Behavior Rating Schedules—Schedule B

The distribution of scores on Schedule B for the males and females is presented in Figure 12. The range of scores is identical for the sexes and the characteristics of the curves are similar. The peak of both distributions is at a score of 65.

Springer (3) found a mean of 75.8 for the deaf boys and 71.6 for the deaf girls. This is a mean difference of 4.2 as compared to a mean difference of 6.4 in this investigation. While the results are in close agreement with the findings of Springer, the means for both the boys and girls were found to be slightly higher.

Comparison of Groups of Deaf Children Who Have Been in Residence More Than Four Years and Less Than Four Years.—This comparison was made to determine the effect of institutionalization on personality as measured by the Haggerty-Olson-Wickman Behavior Rating Scale. The results are presented in Table XIII.

The mean for the "more than four" group is 78.5 with a SD of 16.7 and for the "less than four" group the mean is 76.5 with a SD of 16.0. The mean difference is 2.0, the

TABLE XIII

COMPARISON OF MEAN SCORES ON THE HAGGERTY-OLSON-WICKMAN BEHAVIOR RATING SCALE—SCHEDULE B—FOR GROUPS IN RESIDENCE MORE THAN FOUR AND LESS THAN FOUR YEARS

Group	N	*Mean*	SD	*Mean diff.*	SD *diff.*	*Critical Ratio*
More than four years	128	78.5	16.7	2.0	1.63	1.2
Less than four years	59	76.5	16.0			

standard error of the difference 1.63, and the critical ratio 1.2. In view of the low critical ratio, there is no real difference between these groups. Both groups are above Olson's (2) mean of 70 for the original study and both groups are less variable as compared with the original SD of 17.9 reported by Olson.

The results obtained from the groups in residence more than four and less than four years indicate that length of residence is not a contributing cause to the instability of the deaf. The results also indicate that existing educational rehabilitation procedures in residential schools are somewhat ineffective. Deaf children are somewhat more maladjusted than the hearing when they enter the residential school and they are equally maladjusted after having been in residence from four to twelve years.

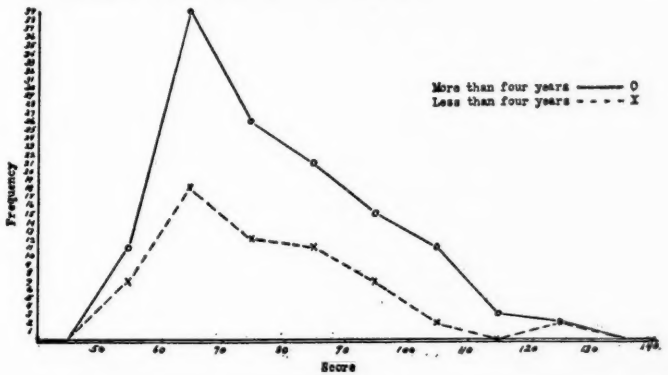

FIGURE 13

Distributions of Scores for Groups in Residence Less than Four Years and Groups in Residence More Than Four Years on the Haggerty-Olson-Wickman Behavior Rating Schedules—Schedule B

TABLE XIV
MEAN SCORES FOR SCHEDULE B, BEHAVIOR RATING SCALE, FROM RATINGS BY HOUSEMOTHERS

Group	*Mean*	SD
Adventitious	82.0	24.0
Congenital	78.1	20.3
Males	84.1	23.4
Females	74.5	18.6
More than four years	79.9	22.0
Less than four years	78.6	21.2

The distribution of scores on Schedule B for the group in residence less than four years and the group in residence more than four years is shown in Figure 13. The curves are markedly similar. The range of scores and peaks for the distributions are identical.

Comparison of Means from Ratings by Household, Academic, and Vocational Departments on Schedule B—Behavior Rating Scale.—To determine the differences among the ratings obtained from the household, academic, and vocational departments, means for ratings from each department were computed. These means are presented in Tables XIV, XV, and XVI.

The means for the ratings from the three departments are in close agreement despite the fact that differences would be expected because of the nature of the information asked. For example, opportunity to observe stealing, sex offenses, etc., is greatest in the household.

TABLE XV
MEAN SCORES FOR SCHEDULE B, BEHAVIOR RATING SCALE, FROM RATINGS BY VOCATIONAL TEACHERS

Group	*Mean*	SD
Adventitious	75.6	20.0
Congenital	74.8	16.0
Males	75.8	19.3
Females	74.6	14.4
More than four years	74.9	18.2
Less than four years	73.0	15.6

TABLE XVI
MEAN SCORES FOR SCHEDULE B, BEHAVIOR RATING SCALE, FROM RATINGS BY ACADEMIC TEACHERS

Group	*Mean*	SD
Adventitious	79.6	20.9
Congenital	78.7	17.5
Males	81.5	18.8
Females	76.3	18.4
More than four years	78.5	18.4
Less than four years	80.2	19.4

Analysis of the results reveals that the means for the household are only slightly above those for the vocational and academic departments. The means for the vocational department are the lowest. Whether this is a difference between the raters or whether the deaf child exhibits fewer behavior problem symptoms while employed at vocational activities cannot be determined from the data available. Ratings made by the household, academic teachers, and vocational teachers are not significantly different.

Schedule A—Behavior Problem Record.—Schedule A consists of a list of fifteen behavior problems. High scores indicate that the child has several problems of a serious nature. Low scores indicate few and less serious problems. Schedule A rates the child on symptoms which may be objectively observed.

Because of the very wide differences between the males and females as measured by Schedule A and because of the extreme variability of the groups, the medians will be used as a basis of interpretation. However, the mean scores are presented to illustrate the variability.

TABLE XVII
A COMPARISON OF MEAN SCORES FOR CONGENITALLY AND ADVENTITIOUSLY DEAF ON THE HAGGERTY-OLSON-WICKMAN, SCHEDULE A

Group	N	*Mean Score*	SD	*Mean diff.*	SD *diff.*	*Critical Ratio*
Congenital	120	30.3	23.3	9.3	4.10	2.27
Adventitious	67	39.6	28.8			

TABLE XVIII

A COMPARISON OF MEAN SCORES FOR GROUPS IN RESIDENCE MORE THAN FOUR AND LESS THAN FOUR YEARS ON THE HAGGERTY-OLSON-WICKMAN, SCHEDULE A

Group	N	*Mean Score*	SD	*Mean diff.*	SD *diff.*	*Critical Ratio*
More than four years	128	35.5	25.4	6.14	4.12	1.49
Less than four years	59	29.4	26.6			

A comparison of the mean scores on Schedule A for the congenitally and adventitiously deaf is presented in Table XVII, the "more than four" and "less than four" in Table XVIII, and the males and females in Table XIX. As will be noted in Table XIX, the mean score for the boys is 47.5 with a SD of 24.6 and the mean score for the girls is 17.7 with a SD of 16.2. A very wide difference exists between the sexes and both sexes show a great deal of variability.

Springer (3) who used the mean scores on Schedule A as a basis of interpretation also found a wide variation in the distributions. He reported a mean score of 30.15 with a SD of 27.21 for the boys and a mean score of 19.8 with a SD of 19.33 for the girls. These scores indicate even greater variability than that found in the present investigation.

The mean scores for the boys as reported by Springer (3) is somewhat lower than the mean score found for the boys in the present study, which suggests that the deaf boys studied by Springer had fewer problem tendencies than the boys studied by the writers. This discrepancy can perhaps be explained by the differences in the population studied. The deaf boys studied by Springer were in attendance at three types of schools; public, day, and residential. The results of the present experiment were obtained from sub-

TABLE XIX

A COMPARISON OF MEAN SCORES FOR DEAF MALES AND FEMALES ON THE HAGGERTY-OLSON-WICKMAN, SCHEDULE A

Group	N	*Mean Score*	SD	*Mean diff.*	SD *diff.*	*Critical Ratio*
Males	100	47.5	24.6	29.75	3.01	9.88
Females	87	17.7	16.2			

jects who were in attendance only at a residential school.

When the median scores on the Behavior Problem Record are compared in Table XX, we find a marked difference between the groups. Although a median score is not given by Olson for his entire group, all the deaf groups are considerably above his medians of twelve for the boys and five for the girls.

The median for the congenitally deaf is 23 and for the adventitiously deaf 35, a difference of 12 points. The

TABLE XX
A COMPARISON OF THE MEDIAN SCORES FOR ALL GROUPS ON SCHEDULE A—THE BEHAVIOR PROBLEM RECORD

Group	N	*Median*
Congenital	120	23
Adventitious	67	35
Males	100	46
Females	87	12
More than four years	128	32
Less than four years	59	19

median for males is approximately four times greater than the median of 12 for Olson's group. The median for the girls is approximately twice as large as that reported by Olson.

The median for the group which has been in residence more than four years is 32 and for the group in residence less than four years 19. This cannot be interpreted as an increase in the presence of behavior problems resulting from length of residence at the institution, because on the standardization group of elementary school children, an increase in the presence of behavior problems was noted with an increase of chronological age, especially in the seventh and eighth grades. This increase, as suggested by Olson (2) may be caused by the accumulation of over-age children in these grades. This also might be true of the deaf population in the present study.

The results obtained by using Schedule A, the Behavior Problem Record, indicate that deaf subjects have many

TABLE XXI
IQ FOR EACH CASE AND MEAN FOR THE GROUP

	Males				Females			
	Years in School				*Years in School*			
	Less than 4		*More than 4*		*Less than 4*		*More than 4*	
	Case	IQ	Case	IQ	Case	IQ	Case	IQ
Congenital	1	105	1	86	1	120	1	120
	2	86	2	110	2	100	2	126
	3	98	3	101	3	75	3	56
	4	90	4	118	4	107	4	99
	5	130	5	136	5	84	5	122
	6	98	6	76	6	113	6	99
	7	104	7	84	7	74	7	98
	8	140	8	110	8	107	8	105
	9	108	9	102	9	103	9	74
	10	92	10	65	10	89	10	100
	11	105	11	125	11	99	11	101
	12	106	12	177	12	77	12	100
	13	100	13	98	13	81	13	108
	$\bar{X}$	104.7	$\bar{X}$	106.7	$\bar{X}$	94.5	$\bar{X}$	100.6
	SD	14.5	SD	26.8	SD	34.0	SD	15.8
Adventitious	1	91	1	130	1	89	1	97
	2	93	2	119	2	97	2	74
	3	87	3	134	3	122	3	150
	4	123	4	76	4	101	4	122
	5	102	5	103	5	61	5	107
	6	83	6	102	6	136	6	119
	7	106	7	85	7	66	7	115
	8	78	8	115	8	64	8	91
	9	105	9	90	9	74	9	64
	10	115	10	100	10	118	10	106
	11	106	11	102	11	86	11	135
	12	119	12	120	12	92	12	137
	13	105	13	80	13	94	13	98
	$\bar{X}$	101.0	$\bar{X}$	104.3	$\bar{X}$	92.3	$\bar{X}$	108.8
	SD	13.3	SD	31.2	SD	23.4	SD	24.6

more behavior problems than hearing subjects, irrespective of whether they are congenitally or adventitiously deaf, length of residence, or of sex.

The data from Schedule A also suggest that many more behavior problems exist among deaf males than among deaf females. On the basis of these results, the methods of rehabilitation and adjustment used by the residential school are apparently more effective with females than with males.

TABLE XXII
SQ FOR EACH CASE AND MEAN FOR THE GROUP

	Males				Females			
	Years in School				*Years in School*			
	Less than 4		*More than 4*		*Less than 4*		*More than 4*	
	Case	SQ	Case	SQ	Case	SQ	Case	SQ
Congenital	1	95	1	74	1	70	1	91
	2	92	2	97	2	67	2	64
	3	88	3	70	3	108	3	48
	4	99	4	92	4	90	4	71
	5	91	5	78	5	72	5	80
	6	65	6	75	6	111	6	78
	7	104	7	84	7	80	7	98
	8	111	8	90	8	102	8	80
	9	94	9	90	9	96	9	67
	10	72	10	68	10	67	10	80
	11	90	11	77	11	94	11	82
	12	109	12	107	12	78	12	76
	13	98	13	71	13	96	13	80
	$\bar{X}$	92.9	$\bar{X}$	82.5	$\bar{X}$	87.0	$\bar{X}$	76.5
	SD	11.9	SD	7.7	SD	16.7	SD	8.4
Adventitious	1	96	1	85	1	71	1	79
	2	91	2	81	2	73	2	75
	3	100	3	84	3	83	3	77
	4	80	4	72	4	76	4	70
	5	83	5	88	5	70	5	90
	6	73	6	111	6	106	6	72
	7	97	7	66	7	66	7	98
	8	67	8	94	8	52	8	80
	9	95	9	74	9	82	9	71
	10	84	10	89	10	82	10	96
	11	82	11	69	11	96	11	89
	12	89	12	102	12	84	12	71
	13	72	13	55	13	96	13	73
	$\bar{X}$	85.3	$\bar{X}$	82.3	$\bar{X}$	79.7	$\bar{X}$	80.0
	SD	12.4	SD	16.3	SD	12.2	SD	10.1

Studies should be made and data collected to determine to what extent this is true and to what extent both sexes can be better adjusted.

Comparison of Results Obtained from Individual Groups with the Results from the Entire Group Studied.—It was explained in the procedure in Part I of this study that thirteen cases were selected from each of the eight possible groupings, making a total of one hundred and four cases

TABLE XXIII
SCORE FOR EACH CASE ON SCHEDULE A AND MEDIAN FOR THE GROUP

	Males				Females			
	Years in School				*Years in School*			
	Less than 4		*More than 4*		*Less than 4*		*More than 4*	
	Case	Score	Case	Score	Case	Score	Case	Score
Congenital	1	14	1	82	1	36	1	32
	2	38	2	44	2	34	2	27
	3	59	3	84	3	4	3	14
	4	22	4	59	4	11	4	35
	5	39	5	62	5	5	5	9
	6	81	6	73	6	14	6	4
	7	11	7	42	7	2	7	38
	8	3	8	79	8	2	8	54
	9	23	9	42	9	2	9	19
	10	44	10	51	10	0	10	6
	11	3	11	63	11	4	11	14
	12	16	12	16	12	8	12	5
	13	84	13	50	13	48	13	9
	MD	23	MD	59	MD	5	MD	14
Adventitious	1	3	1	101	1	9	1	30
	2	33	2	59	2	4	2	15
	3	54	3	47	3	0	3	19
	4	43	4	112	4	3	4	2
	5	18	5	45	5	75	5	8
	6	84	6	13	6	5	6	13
	7	33	7	56	7	7	7	48
	8	86	8	60	8	84	8	8
	9	72	9	61	9	21	9	34
	10	65	10	43	10	22	10	41
	11	27	11	79	11	19	11	1
	12	43	12	43	12	16	12	7
	13	76	13	86	13	9	13	35
	MD	43	MD	59	MD	9	MD	15

for whom scores were obtained on intelligence, social maturity, and personality.

In Table XXI are presented intelligence quotients for each child and the mean and standard deviation for each of the eight groups. Similarly the social maturity scores are presented in Table XXII. The means for the various groups on intelligence and social maturity are in close agreement with the means for the original 189 cases tested for intelligence and with the means for the 104 cases on social maturity.

From Table XX we note that the median score on Schedule A for the congenitally deaf is 23 and for the adventitiously deaf, 35. Further analysis of the results for Schedule A, as presented in Table XXIII, indicates that the congenitally deaf males who have been in residence more than four years present equally as many behavior problems as the adventitiously deaf males who have been in residence more than four years; the median in both cases being 59. The data is in agreement with Olson's (2) finding that behavior problems tend to center around the upper-age levels. This is also true for the females but the difference is much smaller. Although the medians for both the congenitally and adventitiously deaf females who have been in residence more than four years are above the medians reported by Olson for the hearing children, the difference is again less marked than it is for the males. The females (both congenitally and adventitiously deaf) who have been in residence less than four years, fall close to the median of five for the hearing.

The median score for Schedule B, the Behavior Rating Scale, as found by Olson (2) was 69 for the boys and 63 for the girls. The medians for the eight groups are presented in Table XXIV. The medians for the congenitally and adventitiously deaf are very similar. This is in agreement with our finding for the original one hundred and eighty-nine cases; there being no difference between the adventitiously and congenitally deaf children on problem tendency, as measured by Schedule B of the Haggerty-Olson-Wickman Rating Scale. The medians for both deaf males and females are slightly above the median for hearing children.

Correlation Among Factors.—Scatter diagrams were used to study the relationship among the factors of personality, intelligence, and social maturity. The scatter diagrams indicate extremely slight, or no relationship among these factors. The scores show no consistent trend which suggests that behavior problems, such as lying, truancy, and sex offenses are exhibited by both bright and dull deaf children and by both socially competent and socially incompetent

TABLE XXIV
SCORE FOR EACH CASE ON SCHEDULE B AND MEDIAN FOR THE GROUP

	Males				Females			
	Years in School				*Years in School*			
	Less than 4		*More than 4*		*Less than 4*		*More than 4*	
	Case	Score	Case	Score	Case	Score	Case	Score
Congenital	1	77	1	100	1	98	1	68
	2	94	2	64	2	87	2	82
	3	96	3	93	3	63	3	103
	4	71	4	72	4	68	4	82
	5	72	5	94	5	52	5	67
	6	103	6	80	6	58	6	64
	7	63	7	68	7	83	7	93
	8	60	8	84	8	70	8	113
	9	72	9	66	9	62	9	90
	10	82	10	116	10	59	10	61
	11	54	11	85	11	65	11	73
	12	68	12	61	12	74	12	61
	13	98	13	87	13	83	13	65
	MD	72	MD	84	MD	68	MD	73
Adventitious	1	60	1	100	1	69	1	80
	2	69	2	59	2	71	2	78
	3	85	3	78	3	54	3	63
	4	77	4	122	4	60	4	57
	5	65	5	71	5	122	5	62
	6	92	6	60	6	61	6	56
	7	77	7	107	7	70	7	101
	8	102	8	74	8	124	8	66
	9	89	9	84	9	90	9	86
	10	97	10	107	10	67	10	75
	11	66	11	87	11	58	11	55
	12	87	12	60	12	67	12	65
	13	87	13	117	13	60	13	91
	MD	85	MD	84	MD	67	MD	66

deaf children. These data seem to imply that the high incidence of behavior problems, as measured by Schedule A, is caused by factors other than intelligence and social inferiority. Further study, especially on educational achievement and its relation to behavior problems, is indicated.

The scatter diagram for Schedule B and social ages indicates that only a slight relationship exists between these factors. To obtain further evidence relative to the relationship between the subjective aspects of personality as measured by Schedule B and social maturity, a correlation

was computed for these factors. A small negative correlation was found, Table XXV, which indicates that the better

TABLE XXV
CORRELATION AMONG FACTORS

IQ's and SQ's	$r = +.38 \pm .04$
Schedule B and SQ's	$r = -.15 \pm .04$
Schedule A and B	$r = +.71 \pm .02$

adjusted deaf child is more socially mature than the child having high problem-tendency scores.

In view of this fact, residential schools for the deaf could perhaps attack the instability as shown by Schedule B, and the social immaturity as shown by the Vineland Social Maturity Scale, as a common problem.

Because more problem type behavior was thought to be exhibited in the household and because the housemothers furnished the information for the Vineland Social Maturity Scale, scatter diagrams were made for the household ratings on Schedule B and social quotients, and for the household ratings on Schedule A and social quotients. A somewhat consistent trend was noted between Schedule B (as rated by the housemothers) and social quotients, which is in agreement with our finding of a small negative correlation between these factors when all the ratings were used. No relationship was indicated between the factors of objectively observed behavior problems (as rated by housemothers on Schedule A) and social quotients. This also is in agreement with our finding of no relationship when all the ratings were used.

The finding of no greater relationship between the ratings by housemothers and social maturity than existed between these factors when all the ratings were used is perhaps important from the viewpoint of institutional residence. The data suggest that problem tendency, as noted in the cottages, is only very slightly related to social maturity. The implication is that methods of instruction and degree of educational achievement are perhaps more directly related to the factor of social competence.

Streng and Kirk (4) reported a correlation of $+.29 \pm .06$ between intelligence and social maturity. The correlation between these factors as determined by the present experiment was $+.38 \pm .04$ (Table XXV). Neither the correlation reported by Streng and Kirk nor our correlation is in agreement with the correlation of .81 obtained by Doll (1) between IQ and SQ. This discrepancy can perhaps be explained by the different types of intelligence tests used. Doll used a language test (Binet) whereas non-language tests were used in this study and in the study by Streng and Kirk.

A correlation of $+.71 \pm .02$ was obtained between Schedule A and B. This correlation is no doubt spuriously high because of the wide discrepancy between the scores for males and females on Schedule A. However, the high correlation is indicative of consistency between the schedules on the traits measured.

Summary and Conclusions

Ratings on the Haggerty-Olson-Wickman Behavior Rating Schedules were obtained for one hundred and eighty-seven deaf subjects. One rating was made by a vocational teacher, one by an academic teacher, and one by a housemother.

The deaf exhibit more behavior problems and problem tendencies than the hearing. Children who are congenitally deaf and children who have acquired deafness show equally inferior adjustment. The type of deafness is less important than the fact of deafness from the viewpoint of educational rehabilitation.

There is a marked difference between males and females in the presence of behavior problems; the males exhibiting much more of the problem-type behavior. There is only a smaller difference between the sexes on the more subjective aspects of personality.

Length of residence has no influence on behavior as measured on the Haggerty-Olson-Wickman Behavior Rating Schedules. Deaf children who have been in residence from four to twelve years exhibit equally as inferior behavior

as children who have been in residence four years or less. These data suggest that the existing methods of training deaf children in residential schools are ineffective from the viewpoint of adjustment.

There is no significant difference in the mean scores of the ratings by vocational teachers, academic teachers, and housemothers.

Although some educators have been of the opinion that congenitally deaf children and children who have acquired deafness represent two distinctly different groups, these data suggest that no significant difference exists in intelligence, social maturity, or personality.

In view of the finding that deaf children are retarded approximately twenty points on social competence, and because no significant difference on social maturity existed between the children who had been in residence more than four years and the children who had been in residence less than four years, residential schools should be made aware of the needed social training. Effective methods of social training should be determined experimentally. This could be accomplished by contrasting training methods used in different cottages, as well as in different classes. Certainly residential schools for the deaf can be justly criticized for the lack of growth in social age, especially in view of the finding of no retardation in mental age for the deaf. It should be suggested, however, that a correlation might exist between social age and length of residence if the correlation were done on actual years of residence. Such a correlation was not possible with the data in this experiment.

The results for personality as measured by the Haggerty-Olson-Wickman Rating Schedules indicate that deaf children possess more problem tendencies and exhibit considerably more behavior problems than do hearing children. This finding points to the need for much more psychological work in residential schools. Obviously, because of the inadequacy of rating scales and of language tests of personality, new techniques must be devised for the measurement of personality of the deaf. Language tests of personality are equally as inadequate as language tests of intelligence. Pro-

jection techniques for the study of personality suggest better approaches to this problem. An experimenter thoroughly familiar with the deaf and trained in the projective test technique could adminster such tests. The subjects would respond by using the means of communication best suited to their individual cases, thus eliminating the language handicap. Tests which might be included in such an experiment include the Thematic Apperception, Rorschach, Stern Clouds, and the Szondi.

Very few clinical personality studies have been made of deaf children. Information is very meagre regarding what a deaf child thinks about his deafness, his real wishes, his aspirations and inhibitions. Such clinical studies would perhaps be more valuable from the viewpoint of educational adjustment than surveys of large populations.

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The Semi-Centennial of the Normal Department of the Columbia Institution for the Deaf 1891-1941

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THE SIX young men and the one young lady who began their normal training work at Kendall Green on September 21, 1891, in Washington, D.C., proved to be the vanguard of a small but efficient band that has gathered yearly ever since to study the problems of educating the deaf.[1] In the fifty-year period since that time 257 young men and women have been granted degrees or diplomas from Gallaudet College for work done in the Normal Training Department.[2] Although some private schools and a number of state institutions had trained many excellent teachers for themselves, and in a few cases for other schools, the normal training department at the Columbia Institution for the Deaf is the first permanent training center in America to have a regular systematic course of study and a special corps of teachers for the instruction of a class of young men and women whose aim was to teach in schools for the deaf other than the school in which they were trained.[3]

The history of the training of teachers of the deaf in America begins with John Braidwood of England, who tried, unsuccessfully, to operate a school for the deaf in Virginia

[1] Gordon, J. C., "The New Departure at Kendall Green," ANNALS, v. 37, p. 122.

[2] Craig, Sam B., *Statistics on the Normal Training Classes at the Columbia Institution for the Deaf,* MS, Sarah Harvey Porter Library, Kendall School, Washington, D.C.

[3] ANNALS, v. 36, pp. 150-151.

Seventy-Third Annual Report, Clarke School for the Deaf, Northampton, Massachusetts, 1939-1940, p. 51. "In 1892 The American Association to Promote the Teaching of Speech to the Deaf voted to request the Clarke School for the Deaf to enlarge its training class so as to prepare teachers for work in other schools." [Although students were graduated from this department in 1890, it was not until 1892 that the Clarke School began to train teachers for other schools.]

from 1815 to 1818. He was the first person in the United States to train another person to teach the deaf, his first student being the Rev. John Kirkpatrick who conducted a class for the deaf in his school at Manchester, Virginia, during 1818-1819. However, the efforts of both Braidwood and Kirkpatrick led to nothing of a permanent nature.

The first normal training center for teachers of the deaf in the United States was located, naturally, in the first permanent school for the deaf in America, the American School in Hartford, Conn. While in Paris, Thomas Hopkins Gallaudet had studied under the Abbé Roch Ambroise Sicard, one of the greatest normal teachers for instructors of the deaf in Europe, and, on returning to this country with Laurent Clerc, a young deaf teacher, he began with Clerc, almost immediately, instructing hearing young men and women at Hartford, Conn., in the art of teaching the deaf. In this connection it is of importance to remember that Thomas Hopkins Gallaudet was a great advocate of normal training schools for all teachers, whether they were normal schools for the teachers of the deaf or for the hearing. In fact Gallaudet's intensive work for normal training centers for teachers in the public schools in Connecticut gives him a place in the history of education in that state, entirely aside from his work with the deaf.[4]

Henry Barnard, afterwards the first U. S. Commissioner of Education, in speaking of the work of Thomas Hopkins Gallaudet, said he believed that

> The greatest service rendered by him as an educator and teacher—his highest claim to the gratitude of all who are laboring to advance the cause of education in any grade or class of schools, is to be found in his practical acknowledgment and able advocacy of the great fundamental truth, of the necessity of special training, even for minds of the highest order, as a prerequisite of success in the art of teaching. In view of this truth, he traversed the ocean to make himself practically acquainted with the principles and art of instructing the deaf and dumb;—to this end, he became a normal pupil under the great normal teacher, Sicard, in the great normal school of deaf-mute instruction in Paris. And still distrusting his own attainments, he thought himself peculiarly fortunate in bringing back with him to this country a teacher of still larger experience than himself, and

[4] Peet, Harvey P., "Tribute to the Memory of the late Thomas H. Gallaudet," ANNALS, v. 4, pp. 74-75.

of an already acquired reputation, and thus making the American Asylum the first normal school of deaf-mute instruction on this continent. And beyond this, he was ever the earnest advocate for training, under able master workmen in the business of education, all who aspired to teach the young in any grade of schools.[5]

Thus, it can easily be seen why the son of Thomas Hopkins Gallaudet, Edward Miner Gallaudet, who became the president of the board of directors of the Columbia Institution for the Deaf, should advocate as early as 1867 the establishment of a Normal Training Center at the National Deaf-Mute College in Washington, D.C.[6]

In the Tenth Annual Report of the Columbia Institution, Dr. Edward Miner Gallaudet said,

> In our own country the difficulty of procuring skilled workers in our peculiar field of labor has been felt in many institutions, and I conceive that one of the most important results of our college enterprise will be the furnishing of young men well fitted to teach the deaf and dumb.
>
> But all teachers in our institutions cannot be deaf-mutes, and I would commend to your serious consideration the desirableness of making arrangements for the reception of hearing young men and women into our institution, who may wish to fit themselves for deaf-mute instruction.
>
> I have met, in my European journey, more than one who desires to enter our institution with a view of acquiring the American method of teaching the deaf and dumb. Several applications have been received during my absence from persons in our own country anxious to learn our art, and I am confident great good would flow from the opening of our doors in these and similar cases.[7]

However, because of financial difficulties and the struggle to get the new college on a sound footing, he was unable to accomplish this aim until the fall of 1891.

In viewing the normal training of teachers of the deaf from the historical approach, it is interesting to attempt to find out why, after 74 years of instructing the deaf in the United States without any formal training centers, there should in 1891, be the founding of the training center at the Columbia Institution for the Deaf in Washington, D.C., and, a year later, in 1892, the conversion of the training

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[5] Barnard, Henry, "Eulogy—Thomas Hopkins Gallaudet," ANNALS, v. 4, p. 125.

[6] The National Deaf-Mute College was renamed Gallaudet College in 1894.

[7] Gallaudet, Edward Miner, *Tenth Annual Report of the Columbia Institution for the Deaf*, 1867, p. 54.

class at the Clarke School in Northampton, Mass., as a non-local teacher-supply center.

From 1817 to 1891 virtually all of the men and women trained to teach the deaf in the United States were allowed to observe classroom procedure and to absorb the general academic atmosphere in the larger schools for the deaf. Such a training center was the New York Institution for the Deaf, which, gradually, under the direction of Dr. Harvey Prindle Peet, took the place of the American School for the Deaf, as a training center for young men, many of whom afterwards not only became famous teachers of the deaf but also founded various new schools.[8] It was Dr. Peet's contention that while there is always much to be said in favor of normal schools, the practical difficulty in connection with them is the absence of adequate opportunity for carrying the principles taught into immediate effect.[9] Such an attitude toward normal schools by probably the most prominent educator of the deaf at that time may be one reason why the establishment of normal schools in the educational work for the deaf was delayed. Such an attitude did not discourage young men from entering the field, however, as many excellent educators of the deaf of that time received their training in the New York Institution under Dr. Peet, who firmly believed that the type of man secured as a teacher was more important than the acquiring of certain methods by a prospective teacher.

However, by 1870, the number of men in the profession was decreasing, and in 1877 James Logan of Pennsylvania in writing on the necessity of a training school for teachers of the deaf said,

> Under existing circumstances the progress of deaf-mute education is, in a great measure, retarded by the difficulty of securing a sufficient number of experienced teachers. As a general rule, many enter

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[8] It was on the recommendation of Dr. Harvey P. Peet that Amos Kendall offered to Edward Miner Gallaudet in 1857 the principalship of the Columbia Institution for the Deaf, which now consists of the Kendall School, Gallaudet College, the Normal Department, and the Research Department.

[9] ANNALS, v. 22, p. 92.

the profession without any previous experience, and are called upon to deal with questions entirely new to them.[10]

This problem was true not only in the United States but also in Europe. T. A. Walsh of Namur, Belgium, in discussing the normal-school question at the Brussels Convention a few years later, said,

> As to the lack of efficient teaching power there is a *consensus* of opinion. The want has long been keenly felt, and it is one for which as yet no effectual remedy has been provided. German directors, English headmasters, and American principals have for many years been complaining of the extreme difficulty they experience in finding competent teachers to take charge of their classes.[11]

Educators of the deaf at that time, like Dr. Peet, did not underestimate the value of theoretical training, but generally regarded actual work in the classrooms under the direction of an experienced teacher as being of much more value. However, toward the latter part of the 19th century, with the broadening of the education of the deaf in the United States to include the teaching of speech and speech-reading, administrators recognized the fact that preliminary scientific training on the part of a teacher of the deaf was absolutely necessary.[12] Such training was to be acquired only by special applied study, and was not to be gained by observation only. Dr. E. M. Gallaudet on his return from Europe in 1867 was one of the first educators in the United States to advocate the teaching of speech and speech-reading to the deaf, and these two subjects formed an integral part of the course of study of the normal training department when it was established in 1891.[13]

Another reason given for the establishment of the Normal Training Department in 1891 was the fact that during the prosperous days after the Civil War men tended to leave the teaching profession in both the schools for the hearing and for the deaf. Dr. Gallaudet was well aware of this trend and

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[10] Logan, James H., "The Necessity of a Training-School for Teachers of Deaf-Mutes," ANNALS, v. 22, p. 89.

[11] Walsh, T. A., "The Normal-School Question at the Brussels Convention," ANNALS, v. 29, p. 111.

[12] Booth, F. W., ANNALS, v. 51, pp. 356-357.
Jones, John W., ANNALS, v. 56, p. 527.

[13] ANNALS, v. 37, pp. 124-125.

believed that the establishment of a normal department would help to counteract such a tendency.[14] This same post-war trend was noted by Dr. Percival Hall after the first World War, also, by Prof. Irving S. Fusfeld, who published in the ANNALS, 1921, a thorough study of the problem, entitled, "Is the Male Teacher Becoming an Extinct Species?" He found in this study that in 1870 sixty-one per cent of the teachers were men, whereas in 1920 there were only 23%.[15]

The last session of Congress in 1891 appropriated three thousand dollars for the establishment of six Normal Fellowships in the college "to provide for instruction in articulation."[16] The students appointed to these fellowships were to be college graduates, were to live in the institution where they were expected to perform certain duties, and were to be instructed in "both the manual and oral methods of teaching the deaf."[17]

The pattern for establishing such Fellowships, according to Dr. Gallaudet, was modeled after the system of Fellowships at the Johns Hopkins University. In answer to an inquiry about the system, President D. C. Gilman of the Johns Hopkins University wrote to Dr. Gallaudet that

> . . . Such a system here has been most fruitful in good results, and I can easily foresee how a carefully chosen staff of Associates or Fellows in the National Deaf-Mute College—holding an intermediate position between the permanent members of the Faculty on the one hand and the students on the other—would inspire the teachers, help the scholars, and furnish, in time, a corps of instructors for the schools for the deaf which now exist in such considerable numbers throughout the country.[18]

Dr. Gallaudet, who had become acutely aware of the small number of highly educated persons in the schools for the deaf, believed that through the Normal Training Department schools for the deaf throughout the United States would be able to secure the services of young men and

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[14] Hall, Percival. ANNALS, v. 53, p. 294.
[15] Fusfeld, Irving S., "Is the Male Teacher Becoming an Extinct Species?" ANNALS, v. 66, pp. 29-32.
[16] ANNALS, v. 36, p. 150.
[17] *Ibid.*
[18] *Ibid.*

women of good education who would be equipped to teach by either the manual or oral methods.

The members of the first class were Charles R. Ely of Yale University, George R. Hare of Amherst College, Wirt A. Scott of the University of Mississippi, Joseph A. Tillinghast of Davidson College, Oscar Vaught of Depauw University, Guy M. Wilcox of Carleton College and Annie E. Jameson of the Boston High School. The members of the second class were Tunis V. Archer of Hanover College, John F. Bledsoe of Howard College, Percival Hall of Harvard University, Andrew P. McKean of Williams College, Delia Bartoo of Illinois and Thomas S. McAloney of Ireland.

The three men who have been in charge of the Normal Department during the first fifty years are:

Joseph C. Gordon, Ph.D., 1891-1895
Percival Hall, Litt.D., L.H.D., 1895-1930
Sam B. Craig, M.A., 1930- [19]

The names of the men and women who have taught the normal training students during this fifty-year period present an excellent cross section of some of the most able educators of the deaf in the United States from 1891 to the present time. The list includes Dr. Edward Miner Gallaudet, Dr. Edward Allen Fay, Dr. Joseph C. Gordon, Mary T. G. Gordon, Melville Ballard, Kate H. Fish, Dr. Charles R. Ely, Dr. Percival Hall, Emma Pope, Allan B. Fay, Albert C. Gaw, Annie E. Jameson, J. Lyman Steed, Sarah Harvey Porter, Musa Marbut, Arthur L. Roberts, Mrs. Grace Coleman Parks, Mrs. Ida Gaarder Mengert, Dr. Elizabeth Peet, Irving S. Fusfeld, Leonard M. Elstad, Sam B. Craig, Linda K. Miller, Helen Fay, Frederick H. Hughes, Charles G. Rawlings and Elizabeth Benson.[20]

The courses offered the normal students in 1891 gave them a very broad insight into the education of the deaf. Besides many lectures by authorities on the education of the deaf from among the members of the college faculty and from state and private schools for the deaf, the regular course

[19] *Columbia Institution for the Deaf*, "Reports," 1891, 1895, 1930.
[20] *Ibid.*, 1891-1941.

of study included classes in the study of the mechanism of speech, Bell's Visible Speech, classroom observation, practice teaching, a study of Arnold's Teacher's Manual, laryngoscopy, sound and sounds of speech, pedagogics, values in education of the deaf, assigned readings, the teaching of language, and the language of signs and finger spelling.[21]

The course of study fifty years later, included a study of speech, speech-reading, and primary subjects, the education of the deaf, speech-reading for the deaf and hard of hearing, classroom observation, practice teaching, the manual alphabet and the language of signs, the psychology of the deaf, methods of teaching the deaf, auricular training, and the writing of a thesis. Each year about fifteen men and women connected with the education of the deaf in various capacities lecture to the normal training students.

The great difference in the curriculum between 1891 and the present time is that now almost three times as much time is devoted to the theory of the development of speech and language as in 1891, more time is devoted to supervised practice teaching, and the courses in auricular training and rhythm work have expanded greatly, especially during the past decade.

During the first half century a number of educators of the deaf have urged that the training class at Gallaudet be enlarged. However, the fact is as true today as in 1911 at the Conference Meeting in Delavan, Wisconsin, when Dr. Hall said,

> I do not believe it would be well for us to try to train more than six teachers [a year]. . . . I believe we could not do justice to the children in the school [Kendall School] and train a larger number of teachers than six.[22]

It has never been the aim of the department to produce a great number of teachers and is not at the present time. The purpose is to train five or six well qualified teachers each year. At the meeting of the Convention in Ogden, Utah, in 1908, Dr. Hall stressed the fact that

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[21] Gordon, J. C., *Op. Cit.*, v. 37, pp. 124-127.
[22] Hall, Percival, ANNALS, v. 56, p. 508.

> . . . our aim, in a word, is *broadness*. We want the graduates of our Normal Department to come into this profession equipped as far as possible with all the means of making themselves useful in institution life. We expect them to take an active part in the lives of their pupils in classroom, study, chapel, and on the playground. We believe that the success of the education of the deaf in this country in the past has been principally due to the personal sympathy and the high example of wise men and women, who have been friends and companions as well as teachers. We believe we have prepared such teachers at Washington. The need for them still exists. We shall prepare more.[23]

Undoubtedly one of the greatest advantages for the teacher in training at Gallaudet is the fact that deaf children as young as five years of age and young college deaf men and women up to the age of twenty-three and twenty-four, and deaf instructors in the college, are all to be found on Kendall Green. There is probably no other training center in the world that can offer such opportunity for observation work in so many different age groups as the training center at the Columbia Institution for the Deaf. The training students are encouraged to associate to a great extent with the college students in their social activities, their athletics, chapel exercises and to do observation work in the regular college classrooms. The normals also teach classes in speechreading in the college during the latter part of their year of training. It was this very point of bringing the normal students into "closer relationship with the adult deaf" that the Committee on the Certification of Teacher Training Centers commended so highly in its inspection of the Normal Training Department in 1931 when the department was officially certified as a training center by the Certification Committee of the Conference.[24]

In making its survey of the training department, the members of the certification committee also reported,

> Although we know many in the profession may object to the teaching of signs to the Normal students, we feel that as these students may expect eventually to occupy executive positions in schools where signs are used outside the classroom, it would be necessary for them to have some knowledge of that means of communication, the better to understand and communicate with the adult

[23] Hall, Percival, "The Normal Department of Gallaudet College," ANNALS, v. 53, p. 299.
[24] ANNALS, v. 76, pp. 429-431.

deaf as well as with the deaf in school who are not fortunate enough to communicate by spelling and lip-reading or by manual spelling. Certainly knowledge of any method used in communicating with the deaf should prove an asset.[25]

Although a great deal of discussion had taken place regarding the certification of teachers of the deaf and how the qualifications of the teachers of the deaf could be raised, it is important to note that 1928, several years before the formal certification of teachers of the deaf by the Conference, was the last year a student was admitted to the training class who had not completed a full four-year college course. Since that time every normal student has had a college degree and in a number of cases normal students have been admitted with advanced degrees from other colleges and universities. This attainment by the administration of the normal training department marks one of the most important achievements during the fifty years of the history of the department.

The widespread influence of the Normal Department at Gallaudet may be seen most readily by the accomplishments of the men and women who have been graduated during the past fifty years. In the field of research the Gallaudet normals have taken a continued interest. In 1924 when the National Research Council conducted a survey of the schools for the deaf in the United States, it chose Prof. Herbert E. Day and Prof. Irving S. Fusfeld of the Gallaudet College faculty as field investigators, both having been trained in the normal department. This survey, which was later reported on in a published volume with the help of Dr. R. Pintner of Teachers College, Columbia University, is probably the most important piece of research work done, up to the present time, on schools for the deaf in the United States. Its importance may be gaged by the fact that on the completion of the survey, a number of schools for the deaf completely altered their set-up in order to conform, more closely, to the suggestions made in the report. Since that study, Professor Fusfeld, who was made director of the Department of Research at Gallaudet College in 1938, when

[25] ANNALS, v. 76, p. 430.

it was founded, has had charge of surveys of the Alabama School in 1940, the Texas School in 1940, the North Carolina School in 1938, and is now completing a survey on the Maryland School. He assisted with a survey made of the New Jersey School in 1929-30.

During the past decade the use of standardized tests, as a scientific measurement of school achievement, has increased rapidly in schools for the deaf. Undoubtedly this movement has been given impetus by the adoption of standardized tests for all entering students at Gallaudet College and for measuring progress while in college. This testing program was started in 1929 by Professor Fusfeld, and is largely responsible for their continued use at Gallaudet College as a part of the entrance examination, which in turn has influenced the course of study in many schools for the deaf.

On call of the National Research Council, Conferences on Problems of the Deaf and Hard of Hearing have been held during the past decade. It was usually the case that among the active participants were Dr. Ignatius Bjorlee, Dr. Frank H. Reiter, Dr. Percival Hall, and Prof. Irving S. Fusfeld, all former normals at Gallaudet.

A collection of theses by normal students has accumulated during the fifty years, some of which have been a valuable addition in the field of research of the education of the deaf.[26] The research student in Washington has a great advantage inasmuch as he has access to such excellent libraries on the education of the deaf, as the Charles Baker Collection in the Gallaudet College Library, the Volta Bureau, the Sarah Harvey Porter Library and the Library of Congress.

The normals have contributed extensively to the literature of the profession, their articles appearing frequently in the ANNALS, the *Volta Review,* and school publications. The ANNALS has been edited since 1920 by Professor Fusfeld, a

[26] For a list of titles of theses see Craig, Sam B., "The Normal Department of the Columbia Institution for the Deaf—Fiftieth Anniversary," pp. 15-22.

former normal student. A survey of the proceedings of the Convention since 1891 shows a remarkably large number of the papers presented at the meetings as having been contributed by former normals.

Graduates of the department have had an important share in the meetings and activities of the Conference of Executives of American Schools for the Deaf. Two members of the normal class have been president of the Conference, Dr. Frank M. Driggs, who held the position some years ago, and Dr. Percival Hall, who holds the position at present. The present officers are

President .....Percival Hall, District of Columbia
Vice-President .....A. C. Manning, Pennsylvania
Secretary .....Edmund B. Boatner, Connecticut
Treasurer .....Irving S. Fusfeld, District of Columbia
Chairman, Executive Committee, and Committee on Certification
.....Ignatius Bjorlee, Maryland

An indication of the active leadership assumed by former normals in the Conference may be gained from the fact that every officer at present is a former graduate of the Gallaudet training class.

The interest of the graduates in the Convention has always been high, as manifested by their large attendance at convention meetings. Dr. Edward Miner Gallaudet was president of the Convention from 1895 to 1914. Since that time 7 of the 11 presidents have been Gallaudet normals, those serving in that office being Dr. Percival Hall, Dr. Frank M. Driggs, Dr. Thomas S. McAloney, Dr. Alvin E. Pope, Dr. Ignatius Bjorlee, Elwood A. Stevenson and Dr. Clarence J. Settles, the last named holding the position at present.[27]

The officers for 1939-41 were

President .....Elwood A. Stevenson, California
First Vice-President .....Clarence J. Settles, Florida
Second Vice-President .....Elizabeth Peet, District of Columbia
Secretary .....Burton W. Driggs, Idaho
Treasurer .....Odie W. Underhill, North Carolina
Directors .....Ignatius Bjorlee, Maryland

[27] Convention of American Instructors of the Deaf, "Report of the Proceedings of the Thirty-First Meeting," p. vi.
ANNALS, vols. 85, 86, 87.

.....Josephine F. Quinn, Minnesota
.....Charles E. MacDonald, British Columbia

Of this group, Elwood A. Stevenson, Dr. Clarence J. Settles, Burton W. Driggs and Dr. Ignatius Bjorlee were normals at Gallaudet.

The present officers are

President .....Dr. Clarence J. Settles, Florida
First Vice-President .....Leonard M. Elstad, Minnesota
Second Vice-President .....Jennie M. Henderson, Massachusetts
Secretary .....Burton W. Driggs, Idaho
Treasurer .....Odie W. Underhill, North Carolina
Directors .....Truman L. Ingle, Missouri
.....Harley D. Drake, District of Columbia
.....Carl E. Rankin, North Carolina

Of this group, Dr. Clarence J. Settles, Burton W. Driggs, Leonard M. Elstad and Truman L. Ingle were normal students.

Many of the normals have taken a deep interest in the activities of the American Association to Promote the Teaching of Speech to the Deaf. They have served on the board of directors of the Association, have contributed to the literature of the meetings and in some cases have been asked to teach at the summer schools sponsored by the Association.

A large share of the graduates of the training department have taken a keen interest in the social activities of their home communities and have worked well with the civic organizations in the cities in which the schools for the deaf have been located. They have been well represented in the armed forces of the United States when at war. Among the former normal students who served during the first World War were A. C. Manning, Irving S. Fusfeld, William C. McClure, John K. Cloud, Clarence J. Settles, Herschel R. Ward, Edmisten W. Iles and Truman L. Ingle. Dr. Percival Hall and Dr. Charles R. Ely served during the war on the draft board in Washington, D.C., and Prof. Herbert E. Day was in war service with the Y.M.C.A. Among the former normals serving in the present war are Victor O. Skyberg, Ralph W. Farrar, Lloyd A. Harrison, Blair H. Smith, James Canon, Jack Swain, Thomas S. Shuttee, Edward L. Scouten,

Richard G. Brill, N. F. Walker, Fred L. Sparks, Rawson K. Moore, and Archibald Walker.

During the first fifty years 257 young men and women have been graduated, of whom 111 were women and 146 were men. Of this number 131 are not actively engaged in the work because of death, retirement owing to ill health or old age, following other lines of work or because of marriage. The total number of normals actively engaged in the work is 126, of whom 25 are at present administrative heads of schools for the deaf, 35 principals and 67 teachers.[28] During the half century graduates from over one hundred colleges and universities in the United States, Canada, Ireland, England and India, have been enrolled in the department. The normals have come from forty states and four foreign nations.[29] Missouri has sent the largest number, 26, Kentucky 20 and Illinois 18. The largest number of graduates from any one college is that from Centre College in Kentucky, which has sent 17, then comes Westminster College in Missouri, 9, Illinois College in Illinois, 8, and St. Olaf College in Minnesota, 7. Forty-nine students, who came with high school training or incomplete college work, were granted diplomas.

In numerous instances normal students come to Washington already imbued with the background and spirit of the education of the deaf. Many are the sons and daughters of the deaf themselves, especially of the graduates of Gallaudet College. Among such normals were Mrs. Mary B. Michaels Riggs, Mrs. Miriam Michaels Johnson, Dr. Olive A. Whildin, Mrs. Mabel Whildin Nilson, Mrs. Edith Long Stevenson, Stanley D. Roth, Dorothy C. Winemiller, Mrs. Vera Grace Hasson, Sam D. Palmer, Mrs. Julia Palmer Trenham, John K. Cloud, Lucile Neesam, Edwin G. Peterson, Percival Hall, Jr., Jonathan Hall and Mrs. Mabel Northern Finnell. In other instances normal graduates have sent sons and daughters to enroll in the course, among whom have been Sailendra N. Banerji, William Milligan, Thomas S. Shuttee, Percival

[28] See Appendix I, Sections A, B, C and D.
[29] See Appendix II.

Hall, Jr., Jonathan Hall, Sara Lee, Dorothy White, June Stevenson, Dorothy Grow, Sabey Driggs and William J. McClure.

Recent years have seen another tendency—graduates of other normal centers coming to take the course. This trend may in part be accounted for by the fact that upon successful completion of the year of study the Fellows are granted the M.A. degree, in course. Graduates from such training centers as California, Central Institute and Clarke have completed the course of study.

After fifty years of service to the education of the deaf, it can be seen that the Normal Training Department of the Columbia Institution for the Deaf is fulfilling the aim of Dr. Edward Miner Gallaudet who founded it in 1891. It stands today one of the most successful adventures into the educational work of teaching the deaf during the half century and is a credit to the man who founded it and to the men who have been in charge of it during those fifty years. The fact that the deaf in the United States today occupy a better place in society, socially, intellectually and economically, than in any other nation, is due, in no small part, to the influence of the hearing young men and women who have come to understand the problems of the deaf more clearly through their year's residence on Kendall Green. To realize that a deaf boy or a deaf girl is just another human being, another individual who possesses both faults and virtues, is possibly one of the greatest things that a normal student can learn while in training. In speaking of the men and women who come into the profession of teaching the deaf, Dr. Percival Hall, some thirty years ago, said,

> . . . In spite of the meagerness of salaries often paid, in spite of discouraging interference with State Schools by politicians, men of the highest character, ability, and scholarship have been drawn to this work, and have given their best efforts and years to the task of making honorable, useful citizens from the deaf boys and girls of our country.[30]

These words are as true today as when written and without

[30] Hall, Percival, "The Normal Department of Gallaudet College," ANNALS, v. 53, p. 293.

any doubt there will be as many excellent educators of the deaf in the next half century of normal training as in the past. It also may be true that if the United States in the next fifty years occupies as prominent a place in international affairs as so many political writers now claim, the influence of this training center for teachers of the deaf may continue to be of as much service or even more, not only for the deaf of America, but for the deaf in every nation.

ACKNOWLEDGMENT

Acknowledgment is gratefully made to Dr. Percival Hall, Dean Irving S. Fusfeld, Prof. Sam B. Craig, Dr. Elizabeth Peet and Mrs. Alta P. Domich, who have aided by the addition of facts and suggestions and general criticisms.

APPENDIX I

Graduates of the Normal Department from 1891 to 1941 who have become Administrators in Schools for the Deaf in the United States and Foreign Nations.

Section A

Actively Engaged at Present as Administrative Heads

Bhattacharjee, Kalidas B. .....India, Delhi
Bjorlee, Ignatius, Litt.D. .....Maryland, Frederick
Boatner, Edmund B. .....Connecticut, West Hartford
Brown, Alfred L., Litt.D. .....Colorado (Florida)
Connor, Wesley O. .....New Mexico
Driggs, Burton W. .....Idaho (North Dakota)
Elstad, Leonard M. .....Minnesota (Wright Oral)
Gough, John A. .....Oklahoma
Grace, John F. .....Missouri, Gallaudet Day-School
Hall, Percival, Litt.D., L.H.D. .....
.....District of Columbia, Gallaudet College
Hollingsworth, Clayton H. .....Georgia
Ingle, Truman L. .....Missouri
Lee, Madison J. .....Kentucky
Manning, A. C., LL.D. .....Pennsylvania, Pittsburgh
Myklebust, Arthur S. .....South Dakota
Palmer, Sam D. .....Hawaii, Honolulu
Peterson, Edwin G. .....Montana (Saskatchewan)
Quigley, Howard M. .....Kansas
Raney, Jackson A. .....Indiana
Reiter, Frank H., Ph.D. .....Massachusetts, Northampton
Settles, Clarence J., Ph.D. .....Florida (Idaho, Arizona)
*Skyberg, Victor O. .....New York, White Plains (Minnesota)
Stevenson, Elwood A. ..... California (Minnesota, Kansas)
Tillinghast, Edward W. .....Arizona
Tucker, Walter J. .....Connecticut, Mystic

* On leave, serving in U. S. Army.

Section B

Actively Engaged as Assistant Administrators and Department Heads

Archer, Tunis V. .....Illinois (Texas, Oklahoma, North Carolina, Indiana)
Banerji, S. N. .....India, Calcutta
Barnes, Harvey B. .....Illinois
Baughman, Robert .....Oregon (Indiana)
Becker, Valentine .....Wisconsin
**Brill, Richard G. .....Virginia
Butler, Stahl .....Michigan (Georgia)
Craig, Sam B. .....District of Columbia, Kendall School
Cranwill, Alfred .....Michigan
Fair, William L. .....Kansas
*Farrar, Ralph W. .....Minnesota
Fay, Helen .....District of Columbia, Kendall School
Fusfeld, Irving S. .....District of Columbia, Gallaudet College
Galloway, James H. .....Louisiana
Grow, Charles B. .....Kentucky
Hall, Percival, Jr. .....District of Columbia, Gallaudet College
Harris, Glenn I. .....Colorado
Hester, Marshall S. .....California
Iles, Edmisten W. .....New York, White Plains
Kirkley, James R. .....West Virginia
Leenhouts, Myron A. .....New York, Rochester
Marbut, Musa .....New Jersey (District of Columbia, Kendall School, Virginia)
Nilson, Roy F. .....Ohio (New York, Wright Oral School)
Parks, Roy G. .....Georgia
Rawlings, Charles G. .....Indiana
Roth, Stanley D. .....Missouri (West Virginia)
Schunhoff, Hugo F. .....Texas
*Sparks, Fred L. .....West Virginia
†Stelle, Roy Moore .....Illinois
Thornton, Eugenia .....Alabama
Tucker, Mrs. Helen Cam .....Connecticut, Mystic
**Walker, N. F. .....South Dakota
Ward, H. R. .....Tennessee
Whildin, Olive A. .....Maryland, Baltimore Day-School
Willis, Arthur B. .....South Dakota

* Now serving in U. S. Army.
** Now serving in U. S. Navy.
† On leave.

Section C

Former Administrative Heads of Schools for the Deaf

*Banerji, Sailendra Nath .....India, Calcutta
Bledsoe, John F. .....Maryland, Overlea
Butler, Stahl .....Virginia, Newport News
*Clarke, Edward P. .....New York, Rome
Cranwill, Alfred .....Kansas
Day, Herbert E. .....Missouri
Driggs, Frank M., L.H.D. .....Utah
*Ely, Charles R., Ph.D. .....Maryland
Iles, Edmisten W. .....Arizona
La Crosse, Edwin L. .....New York, Wright Oral

*Martin, Paul .....Idaho
*McAloney, Thomas S. .....Colorado and Montana
*McClure, William C. .....Missouri and North Dakota
McIntire, Osie Leigh .....Iowa and Oregon
Menzemer, Herbert J. .....Kansas and Montana
*Milligan, Lawrence E. .....Illinois, Montana and California
Morrow, Robert D. .....Arizona
Nilson, Roy F. .....Arizona
*Pope, Alvin E. .....New Jersey and the Model School, Universal Exposition, St. Louis Mo.
*Riggs, Mrs. Mary B. Michaels .....Arkansas
*Scott, Wirt A. .....Mississippi
*Steed, J. Lyman .....Oregon
Tillinghast, Joseph A. .....Montana and Ireland, Belfast, Ulster Institution
*Wheeler, Frank R. .....Connecticut, Hartford
Wishart, Mrs. Dena Hagen .....Canada, Montreal
White, Cyrus E. .....Kansas and Nebraska

* Deceased.

Section D

Former Assistant Administrators and Department Heads

Bell, Frances K. .....Louisiana and Michigan
Bledsoe, John F. .....Maryland, Overlea
Boatner, Edmund B. .....New York, Fanwood
Brown, Alfred L., Litt.D. .....Colorado
Elstad, Leonard M. .....District of Columbia, Kendall School, and New York, Wright Oral School
*Ely, Charles R., Ph.D., ...District of Columbia, Gallaudet College
Gough, John A. .....Georgia and Missouri
Grace, John F. .....Missouri
Ingle, Truman L. .....Pennsylvania, Pittsburgh
Jameson, Annie E. .....District of Columbia, Kendall School
La Crosse, Edwin L. .....New York, Wright Oral School
Lee, Madison J. .....Kentucky
Manning, A. C., LL.D. .....Pennsylvania, Pittsburgh and Mt. Airy
Mengert, Mrs. Ida Gaarder .....District of Columbia, Kendall School
Peterson, Edwin G. .....Michigan
*Scott, Wirt A. .....Oklahoma
Sensenig, Barton .....Pennsylvania, Mt. Airy
*Steed, J. Lyman.....Maryland, Overlea, District of Columbia Kendall School, and Pennsylvania, Mt. Airy
Stevenson, Elwood A. .....Kentucky
Tucker, Walter J. .....Maryland, Overlea
Quigley, Howard M. .....Iowa
Wheeler, Mrs. Adelaide Pybas .....New York, Lexington Avenue and Pennsylvania, Scranton
Williams, Mrs. Hilda Tillinghast .....Indiana and Iowa

* Deceased.

APPENDIX II

Geographic Distribution of Normals 1891 to 1941

Alabama	4	Arkansas	3
Arizona	2	California	5

Colorado	6	New York	11
Connecticut	4	North Carolina	9
District of Columbia	12	North Dakota	1
Delaware	1	Ohio	7
Georgia	5	Oklahoma	3
Idaho	5	Pennsylvania	6
Illinois	18	South Carolina	6
Indiana	8	South Dakota	3
Iowa	7	Tennessee	3
Kansas	8	Texas	3
Kentucky	20	Utah	6
Maine	2	Vermont	1
Maryland	10	Virginia	3
Massachusetts	3	West Virginia	1
Michigan	2	Wisconsin	4
Minnesota	12		
Mississippi	11	Canada	3
Missouri	26	England	1
Nebraska	5	India	3
New Hampshire	1	Ireland	1
New Jersey	2		

Miscellaneous

I. S. F.

Professor Drake a Director of the Convention.—Dr. C. J. Settles, president of the Convention of American Instructors of the Deaf, has announced that Professor Harley D. Drake, of Gallaudet College, has been named one of the directors of the Convention, a position which became vacant at the death of Miss Edith M. Nelson.

Feigned Deafness in a Motion Picture.—Rarely is deafness made a major theme in the motion pictures or on the stage. For this reason special interest is to be found in a current picture, *The Man Who Seeks the Truth,* a French production of pre-Vichy days. In this story, M. Raimu, celebrated French actor, plays the rôle of a wealthy banker who hits upon the device of a feigned deafness to learn how in truth his so-called friends and those in his employ regard him. Sure that he does not hear, they pass comment on him in his presence that is not always complimentary. Particularly striking is the fidelity with which M. Raimu carries his part, and the result is a superbly entertaining performance.

Sense of Hearing in a Dog.—In a gripping story of the fighting at Bataan and Corregidor, Lieut. Col. Warren J. Clear, U.S.A., tells in *The Readers Digest* for July, 1942, "The Heroic Defense of the Philippines," how the alert hearing of a dog stood the defenders in good stead.

> And then there was Rags, the U. S. Marine Corps dog. An old white dog of dubious lineage, he was our automatic canine air-raid alarm. We would be eating a meager meal under the dust-covered trees, and old Rags would be lying dormant in the shade beside us. Suddenly he would lift up his head, cock it to one side, and listen. Then he would spring up and high-tail it for the tunnel. Though we could hear nothing at all ourselves, we would be right on his heels, lunch left on the ground. And a moment later we would hear the roar of the bomber formation as it swung in high above us with its lethal load. Good old Rags!

Certification of Teachers of the Deaf.—The latest report on applications for Teachers' Certificates under the Confer-

ence includes the following names, bringing the total now recorded to 1,246.

Philip Hoyt Adams, Texas School
Mary Hilliard Bickler, Texas School
Charles Millard Bilger, Kansas School
Ruth Elizabeth Blattner, Texas School
Hilda Horsch Everhard, Texas School
Beulah Elizabeth Green, Rhode Island School
Martha Holt, Texas School
Nannie Huddle, Texas School
Roberta Belvin Kone, Texas School
Loretta M. McDermott, New Jersey School
Osie Leigh McIntire, Texas School
Mariana Kennedy Miller, Indiana School
Mary Scott Moore Mills, New Jersey School
William Emmet Moran, Nebraska School
Katherine Slocum Neujahr, Nebraska School
Bessie M. C. Smith, Texas School
Florence Augusta Stack, Kansas School
Norma Rose Strickland, Texas School

It may now be announced that the Committee on Certification, which is entrusted with the task of passing on applications for Teachers Certificates, has agreed to a modification of the requirements as they affect graduates of Gallaudet College. Under previous regulations, the Committee would accept graduation from that college as the equivalent of two years of accredited college study plus one year of special training to teach the deaf. Now, in view of evidence, supported by standard test results, that the academic achievement of the student body of Gallaudet College has advanced at least one year in college level, and in view of the further fact that many of the graduates of Gallaudet College have successfully carried graduate study in accredited universities, it has been decided to accept the Bachelor's degree from that college as meeting the equivalent of *three* years of accredited college study plus one year of special training to teach the deaf. This will mean that graduates of Gallaudet College will still be eligible

for the Class B Teachers Certificate, but whereas formerly it would have been necessary for them to obtain two additional years of college study to qualify for the Class A Teachers Certificate, it will henceforth be necessary for them to have only one such year of extra credits.

Success of Gallaudet College Students.—Students of Gallaudet College have again shown marked achievement. The May ANNALS carried a brief report of the highly successful venture into the domain of the theater by the Dramatic Club of the college when it gave a one-night public performance of the Broadway drama *Arsenic and Old Lace* in New York. This time the report concerns the success of deaf students in the field of writing.

Four contributions from members of the senior class of Gallaudet College who had entered papers in the 1941-42 Contests for College Students held by the *Atlantic Monthly* were judged a placed among the "Top" papers. The top papers in the contests (essays, short stories and poems) included those selected by the judges as the approximately 50 best entries submitted. In this year's contests 97 college instructors in 84 different colleges entered their students' papers, and in all there were 253 essays, 205 stories and 192 poems—a total of 650 entries. It was from the "Top" papers that the judges made the final selection of prize-winning papers and those awarded honorable mention.

Although none of the papers of the Gallaudet College students were chosen for final honors, it was indeed cause for gratification that their effort was so highly rated by the judges. The students were Messrs. F. Leon Baker and William J. Bowen, and Miss Laura Knight. Mr. Bowen had the satisfaction of seeing two papers achieve top rating. The member of the faculty directing the work of the class was Dr. Powrie V. Doctor.

Honorary Degrees for Educators of the Deaf.—Gallaudet College, at its Commencement Exercises, June 6, 1942, conferred honorary degrees, in recognition of noteworthy achievement in the cause of the deaf, upon a number of educators and administrators. Dr. Percival Hall, president

of the college, gave the following citations on the occasion.

ARTHUR L. ROBERTS, advocate of broad methods of instructing the deaf, successful administrator of a unique and important organization of benefit to thousands of deaf persons, assisting them toward safety and independence, I now confer upon you the Honorary Degree of Doctor of Humane Letters.

TRUMAN L. INGLE, skillful administrator, wise in the ways of training deaf youth, and successful in building up a great institution for the education of the deaf, I now confer upon you the Honorary Degree of Master of Arts.

JAMES A. WEAVER, holder of important administrative offices in the education of the deaf, beloved and successful teacher and leader of deaf youth along the paths of knowledge, I now confer upon you the Honorary Degree of Master of Pedagogy.

THOMAS CARLAW FORRESTER, deeply and firmly endowed with belief in the possibilities of higher education of the deaf, successful teacher and administrator, high among the leaders of education of deaf children for half a century, I now confer upon you the Honorary Degree of Doctor of Humane Letters.

Postponement of the Association Summer Meeting.—Due to the steadily increasing uncertainty of travel and to other problems created by war conditions, the executive committee of the American Association to Promote the Teaching of Speech to the Deaf decided to cancel the 52nd Summer Program Meeting of the Association, which was to have been held in New York City, June 22 to 26, 1942.

The annual business meeting of the Association, which would have been held at the same time, was postponed until September 25, 1942, and will be held at the Pennsylvania School for the Deaf, Mt. Airy, Philadelphia. In addition to the annual election of directors, reports will be heard from a number of important committees.

Rehabilitation Training Officer for the Deaf in California.—The California State Personnel Board has issued a call for qualified applications for a new position, Rehabilitation Training Officer for the Deaf. The requirements for application include proficiency in communicating with the deaf in the sign language and by manual spelling and ability to address (in sign language and by manual spelling) large groups of the deaf; graduation from a college of recognized standing; at least two years of experience in one or more of various types of vocational education, counseling, rehabilitation and placement work; and a written examination. The announce-

ment states expressly that deafness itself will not bar a candidate from consideration for this position.

The final date for the filing of applications is October 6, 1942, the examination date, October 17, 1942, and the entrance salary of the position will be $215.00 a month. The address of the State Personnel Board, with whose offices all applications must be filed, is 1015 L Street, Sacramento, Calif.

The announcement also outlines the fields to be covered by the written test. Since the fields of knowledge mentioned comprise the fundamentals of present-day theory of sound vocational guidance as concerns the deaf, they are here listed for the benefit of readers of the ANNALS:

1. Knowledge of the method of and proficiency in communicating with the deaf by sign language and manual spelling.
2. Working knowledge of the principles of vocational rehabilitation and of educational and industrial psychology with particular reference to the problems of the deaf.
3. Working knowledge of the duties, responsibilities, and requirements of a wide range of trades, occupations, and industries, of employment conditions and opportunities, and of instruction and training facilities available for deaf persons.
4. Working knowledge of vocational guidance and counseling procedures and techniques.
5. Working knowledge of modern case work methods.
6. Skill in making personal and job analyses and in planning and directing rehabilitation courses suited to the needs of deaf persons.
7. Ability to secure the sympathetic co-operation of trainers and employers; ability to arouse and sustain interest in trainees throughout the rehabilitation process.
8. Ability to discover and develop employment opportunities for trainees.
9. Ability to use correct English and to speak and write effectively.

The Son of Spencer Tracy.—In a colorful character study of Spencer Tracy, the motion-picture star, in *This Week*, May 24, 1942, J. P. McEvoy tells of the actor's son John, now 17, who though deaf from birth has made a splendid record in his school work and in addition has developed fine skill as a cartoonist.

Dr. Anderson Goes to Texas.—Dr. Tom L. Anderson, who as supervising teacher of the vocational department in the Iowa School for many years has been the outstanding advocate of improved vocational training for deaf boys and girls,

has been appointed principal of vocational classes in the Texas School.

Open House in the Montana School.—A worth-while practice for a school for the deaf is one followed by the Montana School for the Deaf and Blind, namely an Annual Open House. This year, the fifth of such occasions was held Saturday, April 18. On this day a special morning and afternoon program high-lighted the activities that are common to the school schedule, with "something doing every minute." In addition special academic and vocational exhibits were on display and every department of the institution thrown open for inspection. Thus is afforded an excellent opportunity to make public the work the school is doing.

Dr. Gardner President of the American Society for the Hard of Hearing.—At the 23rd Annual Business Meeting of the American Society for the Hard of Hearing, recently held in Cincinnati, Ohio, Dr. Warren H. Gardner was elected president. Dr. Gardner is consultant in hearing and vision of the Oregon State Board of Health, Portland, Ore. Since 1938 Dr. Gardner has been chairman of the society's committee on hard-of-hearing children.

A portion of a report prepared by Dr. Gardner for the Oregon State Board of Health appeared in the ANNALS for May 1941, under the heading, "The Oregon Program for Conservation of Hearing."

National Hearing Week.—The American Society for the Hard of Hearing is sponsoring for this year's National Hearing Week the theme "Keep 'Em Hearing!" as the background for a general program of education to acquaint the public with the causes of deafness and the need of guarding against them. Public endorsement of the work has been given by President Roosevelt in this letter to Dr. Gardner.

THE WHITE HOUSE, WASHINGTON

August 12, 1942

My dear Dr. Gardner:

Once again it is my pleasure to be able to send my sincere greetings to the members of the American Society for the Hard of Hearing for the splendid work that has been done by this organization during the past year.

It is very fitting that a week should be set aside which will bring to the attention of the citizens of our country the need of continued aid for the individual who is handicapped by the loss of his hearing. This year the week of October 25-31 is designated as National Hearing Week. Information should be given out in such a manner that all persons who are afflicted with this defect will know of the fine courses in vocational training that are available to them. They should also be told of the large number of men and women, who have serious hearing defects, who are now employed by the Government and defense industries. This employment was made possible by the fine work that is being done in our nation by such societies as yours.

Let us assure these unfortunate people, who are shut off from many of the enjoyments of life, that their Government is keenly interested in their future and that there is a place for them in our national life.

Very sincerely yours,
FRANKLIN D. ROOSEVELT

Dr. Warren H. Gardner, *President*
American Society for the Hard of Hearing
1537 Thirty-fifth Street, N.W.
Washington, D.C.

American Education Week.—National sponsors of American Education Week, which this year will be observed November 8-14, inclusive, are the National Education Association, the American Legion, the U. S. Office of Education, and the National Congress of Parents and Teachers.

The major theme underlying the week of observance is to be Education for Free Men, and the program suggested for the development of this theme includes the following schedule of topics:

Sunday, November 8, Renewing Our Faith
Monday, November 9, Serving Wartime Needs
Tuesday, November 10, Building Strong Bodies
Wednesday, November 11, Developing Loyal Citizens
Thursday, November 12, Cultivating Knowledge and Skills
Friday, November 13, Establishing Sturdy Character
Saturday, November 14, Strengthening Morale for Victory

This year it is the 22nd annual occasion of American Education Week. It is now intended as a time for concerted effort on the part of all school systems throughout the nation to help the public understand why education is more and not less important as a result of the urgency of the war effort.

Schools which desire to do so may write to the National Education Association, 1201 Sixteenth Street N.W., Washington, D.C., which has for distribution materials such as

posters, leaflets, manuals, plays and other devices to assist in the observance.

A Proposed National Employ-the-Physically-Handicapped Week.—With the design to help focus public attention on the needs of the handicapped, as well as to further the general program of rehabilitation and placement of all physically handicapped persons, the following Joint Resolution was introduced in the House of Representatives June 9, 1942, by Congressman Jerry Voorhis of California:

[H. J. Res. 325, 77th Cong., 2d sess.]

Joint resolution to establish the third week of September as National Employ the Physically Handicapped Week

Whereas there is now, and shall be for some time to come, a positive necessity for utilizing fully every available ounce of manpower in America; and

Whereas the growing and acute problems of the physically handicapped, who number approximately 23,000,000 citizens, and are being augmented by an average of 800,000 persons injured in industry yearly —to say nothing of those who have been, or will be, injured or diseased as a result of military service—is engaging more and more attention of the Federal Government, the States, and private industry; and

Whereas this condition will be greatly augmented after the conclusion of the present World War No. 2, as inevitably there will then be a much larger number of physically handicapped men and women injured or diseased by or through war or war-production service; and

Whereas rehabilitation and placement of the physically handicapped are among the most important problems in our national economy, as if a means is provided to make many such people self-supporting, wholly or in part, the entire Nation will be beneficiary because of lessening drain upon national finances and resources; and

Whereas Congress and the Chief Executive have expressed concern and have initiated constantly expanding programs on behalf of the physically handicapped, as well as leaders in private industry: Now, therefore, be it

Resolved, etc., That hereafter the third week of September of each year shall be designated as National Employ the Physically Handicapped Week. During said week appropriate ceremonies are to be held throughout the Nation, the purpose of which will be to enlist public support for and interest in the employment of otherwise qualified but physically handicapped workers.

The President is hereby authorized and directed to issue a suitable proclamation each year, and the Governors of States, mayors of cities, and heads of other instrumentalities of government, as well as leaders of industry, educational, and religious groups, labor, veterans, women, farm, scientific, and professional, and all other organizations and individuals at interest, are invited to participate.

A companion resolution was introduced in the Senate by

Senator Richard B. Russell, Jr., of Georgia, and is identified as S. J. Res. 152. In each case it was referred to the judiciary committee of the respective Houses of Congress.

On introducing his resolution, Mr. Voorhis pointed out that of the approximately 23,000,000 citizens who might be involved some 10 per cent—or 2,300,000—now possess skills and experience that could be utilized for essential war production, and that it would serve a good purpose to direct public attention to the possibility. There was further inference that possibly many more than that proportion could be trained into such channels.

Sponsoring this move is the American Federation of the Physically Handicapped, represented by its legislative committee comprising Messrs. Paul A. Strachan, Washington, D.C., Jesse D. Gross, Canton, Ohio, and Edwin E. Maczkowske, Washington, D.C.

The need of a movement of this kind is suggested by this forceful editorial in the Washington *Post*, August 26, 1942. where the emphasis is not on sentiment but rather on calculated long-term economy.

HANDICAPPED WORKERS

The National Council of the American Federation of the Physically Handicapped reports that, despite "glowing statements" by Federal agencies about programs for the employment of handicapped citizens, these are, in fact, not being hired for war work. Yet there are 23 millions of them. There is no questioning the ability of many crippled, blind, deaf, dumb or otherwise handicapped men and women to hold their own in various jobs. Of course, there are others whose efficiency cannot be considered 100 per cent, but who, nonetheless, could be useful in times when labor is precious. Many of them have made superior ratings in competitive examinations, and there are hundreds of cases where dubious employers have found them to be better-than-average employes. Unfortunately, with a few exceptions, such as the printer's trade, where persons with speech and hearing afflictions are welcome, prejudice restrains them from becoming self-supporting members of society.

In wartime, when labor is badly needed, rejection of qualified workers for reasons of prejudice is indefensible. Not only does it slow down the war effort; it keeps the people saddled with an unnecessary burden, supporting "unemployables" with funds which might be used otherwise. Employers might well be urged to take to heart part of an old NRA report which advises employers "to endeavor to have a suitable proportion of handicapped workers, whether sub-standard or fully efficient, in the ranks of their employes." Moreover, there is room for training programs by State authorities. State-sponsored

rehabilitation clinics for the handicapped are helping add man power to Connecticut's war and other industries, and the example might well be followed.

Birthday Dinner in Honor of Dr. Percival Hall.—In token of appreciation and esteem, the Gallaudet College Alumni Association, through its Washington chapter, held a Birthday Dinner on the evening of September 16, 1942, in the Garden House of the Dodge Hotel, Washington, D.C., in honor of Dr. Percival Hall, president of the Columbia Institution for the Deaf.

Messages of greeting were presented from many groups —from President Franklin D. Roosevelt, from Administrator of the Federal Security Agency, the Hon. Paul V. McNutt, from the Alumni Association of the college, the Board of Directors of the Columbia Institution, the faculty of the college and of the Kendall School, the Conference of Executives of American Schools for the Deaf, the Convention of American Instructors of the Deaf, the Volta Bureau, the National Association of the Deaf, and the National Fraternal Society of the Deaf. There was also the presentation of a beautiful Silver Serving Set to Dr. and Mrs. Hall, from the Gallaudet College Alumni Association, and armfuls of roses by the college students.

The sentiment of the occasion was touchingly expressed by this message on one of the pages of the printed program, opposite a striking picture of Dr. Hall:

A Silent Tribute

Fifty years ago last June a young man from Georgetown was graduated from Harvard University. During the preceding Christmas holidays he had been a guest on Kendall Green at the home of his college roommate, Allan B. Fay. While visiting here he learned of the interesting work in which his friend's father was engaged. As a result he began his life's work one evening during the following September, 1892, when he was enrolled as a student in the Normal Training Department of Gallaudet College. The wheels of Time move swiftly and tonight, fifty years later, we are gathered on another September evening, to wish that young Harvard graduate peace and happiness on the anniversary of his seventieth birthday, and to offer him our sincere thanks for his splendid and courageous work on our behalf. Although this greeting must be silent, it is, even so, deep from our hearts as tonight, we, the deaf in America, pay tribute to our friend, Dr. Percival Hall.

Further prominence was given to the event when two days

later the Washington *Evening Star,* along with its customary discussion of the momentous affairs of the world, printed an editorial, "Dr. Hall's Fifty Years." We believe the readers of the ANNALS will not object to its reproduction here.

DR. HALL'S FIFTY YEARS

The fiftieth anniversary of the beginning of the professional career of Dr. Percival Hall, president of Gallaudet College, is worthy of celebration by the whole community of Washington. Having served the deaf and the partly deaf for half a century, he has earned the gratitude of their neighbors and friends throughout the country. The work he has done is highly specialized and for that reason may not be comprehended adequately by the general public, but it is profoundly appreciated none the less even by those persons who lack understanding of its details.

In brief outline, it perhaps should be explained that the institution over which Dr. Hall has presided since 1910 is unique in the world. It is the only school of higher learning for deaf-mutes in existence. That means that it occupies a particular place, fulfills a distinct function. The purposes of the founders Dr. Thomas Hopkins Gallaudet and his son, Dr. Edward Miner Gallaudet, are carried forward with ever-increasing social and cultural significance.

Dr. Hall himself is entitled to much of the credit the college has achieved under his management. Born in the District of Columbia and educated at Harvard University, he came to his task through deliberate and conscious desire to help young people who were handicapped by defective hearing. His apprenticeship was spent at Washington Heights School for the Deaf. A natural interest in mathematics and engineering qualified him to be an instructor in those fields and he still maintains his enthusiasm for them. The demands of his administrative duties have not removed him from academic enterprise.

But the value of Dr. Hall to his fellow citizens since 1892 is best demonstrated by mention of the record of success which the alumni of Gallaudet College have established in that period. Many graduates have become teachers and supervisors in schools for the deaf. Others have gone into the ministry. Many more are editors, printers, chemists, photographers, real estate operators, farmers and industrial workers. Each is a human proof of victory over circumstance. Sustaining each is the unseen influence of great love for the human family.

Portland (Oregon) Summer Session for Teachers.—The Oregon State System of Higher Education, composed of the University of Oregon and the State Normal Colleges, included work for the deaf in its Portland Summer Session this year. The courses given, and the instructors, were:

Speech—Mrs. Alice M. Maxon, head teacher, Portland Day School
Lip-Reading—Mrs. Florence Chambers
Primary Language—Mrs. Marietta Rector Vinson, California School
Upper-Grade Language—Mrs. Marietta Rector Vinson.

The work carried university credit.

New Assistant Editor.—With this issue, a new assistant editor has been added to the ANNALS staff, Dr. Elizabeth Peet, dean of women and professor of languages at Gallaudet College. Dr. Peet has long served the interests of the deaf as friend and educator, and she brings to her new tasks the wealth of experience she has so abundantly to her credit.

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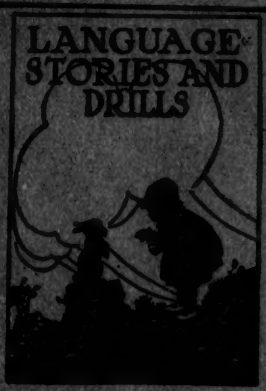

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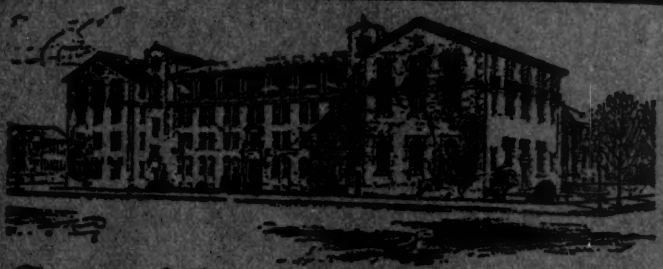

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